DOCUMENT RESUME

ED 474 687 FL 027 614

AUTHOR	Ward, Ben, Ed.
TITLE	Language Magazine: The Journal of Communication & Education, 2002.
ISSN	ISSN-1537-7350
PUB DATE	2002-00-00
NOTE	594p.; Formerly "American Language Review." Published monthly. Year 2002 run is comprised of Volume 1 Issues 5-10 and Volume 2 Issues 1-4 (ALR Volume 6 Issues 1-11).
AVAILABLE FROM	Language Media, LLC, 8533 Sunset Boulevard, Suite 202, Los Angeles, CA 90069. Tel: 310-657-7767; Fax: 310-657-7760; e-mail: subscriptions@languagemagazine.com; Web site: http://www.languagemagazine.com.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Language Magazine: The Journal of Communication & Education; v1-2 n1-12 Jan-Dec 2002
EDRS PRICE	EDRS Price MF03 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Ancient History; Bilingual Education; Classical Languages; Classroom Techniques; Computer Uses in Education; Dialects; Dictionaries; Elementary Secondary Education; Emergent Literacy; *English (Second Language); Higher Education; Immersion Programs; Immigration; Language Proficiency; Language Teachers; Linguistics; Mass Media; Navajo; Poetry; Preservice Teacher Education; Professional Development; Second Language Instruction; *Second Language Learning; Spanish; Student Evaluation; Study Abroad; Teaching Methods; Translation
IDENTIFIERS	California; China; Guatemala; Hawaii; Heritage Language; Italy; Peace Corps; September 11 Terrorist Attacks 2001

ABSTRACT

These 12 issues of the journal include articles on such topics as the following: classical languages; early literacy; ancient languages; study abroad; teacher training; dialects; computer uses in education; classroom techniques; illustrated dictionaries for English-as-a-Second-Language (ESL) students; communication through poetry; bilingual education; planned languages; translation; using linguistic experts in court; language diversity; using media examples in ESL classrooms; international education; academic English; global English; evaluation of second language learners; authentic literature; professional development for supervisors of language teachers; the Navajo Code Talkers; measurement of language proficiency; immersion programs; research on hemisphericity; language for military purposes; linguistic anthropology; bilingualism; music in language learning; the Harvard Literacy Institute; language training for Peace Corps volunteers; California language legislation; faculty diversity; multicultural classrooms; heritage languages; the Italian language; the indigenous language and dialects in Hawaii; literature in ESL classrooms; and pronunciations and verbal "pyrotechnics" practiced by U.S. Senate lawmakers. (SM)

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Language
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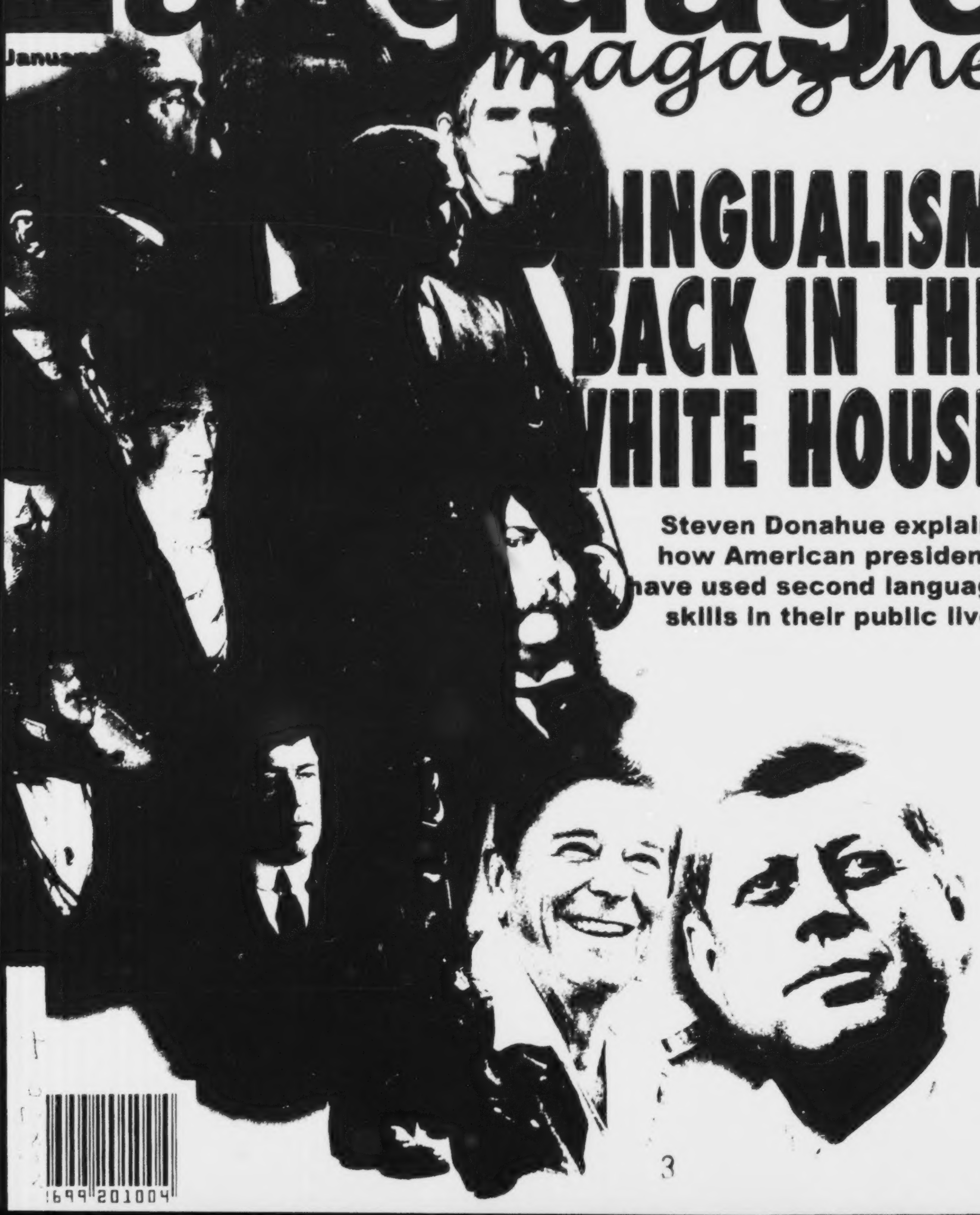

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Steven Donahue explains how American presidents ave used second language skills in their public lives

3

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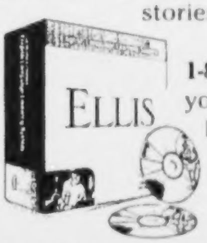

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January 2002 Volume 1, No. 5 (ALR Volume 6, No. 1)

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Steven Donahue explains how American presidents have used second language skills in their public lives.
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Kathleen Stark believes that non-English speaking, non-literate children can be taught to read and to speak English at the same time.
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Mark Juszczak argues that ancient languages should be learned in just the same way as modern languages.
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Now that the U.S. cannot afford to be complacent about second language training, **Michael Vande Berg** suggests means of realizing the potential of study abroad programs and what they offer language development.
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New Year's resolutions were made to be broken but for many teachers, the self-promise of ongoing professional development is more a way of life than a whim. Find the right summer course for you.
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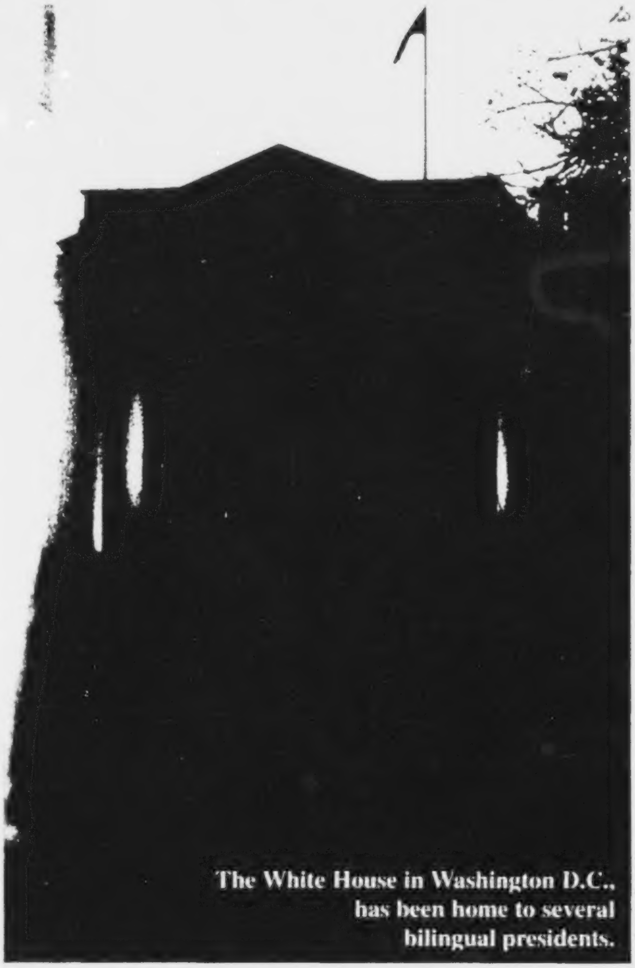
The White House in Washington D.C., has been home to several bilingual presidents.

Photo: Peter Brown

Matthew J. Gordon investigates the myth that Midwesterners are missing out on an accent.
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Should you go digital in your language lab and, if so, which lab should you choose? **Damian Kavanagh** describes his positive experiences with the ASC Esprit system, while **Monte Black** discusses the virtues of the CAN-8 VirtuaLab.
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COVER PHOTOGRAPH: President George W. Bush (**Photo by Paul Morse, The White House**) is pictured with several former U.S. presidents.

Past, Present, and Future

THE URGE TO communicate has driven us for thousands of years. In the earliest days, prehistoric societies painted the walls of caves with hunting scenes and other illustrations of their lives. In later times, the first writing systems were developed by the Sumerians (cuneiform) and the Egyptians (hieroglyphics).

Study of these early documents demonstrates that people have changed little in the last 3,300 years. "Son, do not go into a house of drinking!" warns the author of one of the "wisdom texts" recovered from Ras Shamra (ancient Ugarit). "Wisdom can be found from the gods, or from a woman grinding at the millstone," says another, meaning that knowledge can be acquired from a variety of sources and situations. And tolerance, often extolled as a contemporary virtue, is evident in the admonition of one ancient writer who says, "Do not speak slander of a God to whom you have no allegiance."

Throughout America's schools, there is a renewed interest in learning "dead" languages, especially Latin and ancient Greek.

The recent blockbuster movie *Gladiator* has sparked enthusiasm for all things Roman among students. Some teachers believe that, in the wake of last year's attacks, timeless themes like honor, tragedy and mortality employed by classical writers resonate more powerfully in young minds. On a more tangible level, research as shown that students who study ancient languages tend to achieve higher SAT scores.

Writing in this issue, Michele Alperin's article (on p.14) reveals that the teaching of classical languages has been revised to suit our times. Thankfully, students are not forced to decline verbs learned by rote (the dreaded *"amo, amas, amat"*) but are introduced to the language through a study of the history and culture of ancient societies. Students can also have fun while learning with books like *Cattus Petasatus* (*The Cat in the Hat* in Latin), *Winnie Ille Pu* (*Winnie the Pooh* in the same language) and they are eagerly looking forward to *Harry Potter* in both Latin and ancient Greek.

Although knowledge of the major classical languages was never lost, our understanding of many ancient languages was obscured (in some cases, literally) by the sands of time. In the case of ancient Egyptian, the chance discovery of the Rosetta Stone in 1799 by Napoleon's army provided linguists with the key to unlocking the secrets of the hieroglyphs. Other languages still remain a mystery such as Mycenaean A, written in Minoan Crete in the second millennium B.C.

Researchers at SETI (the Search for Extraterrestrial Intelligence Institute) in California have suggested that we may one day be able to decode messages from outer space by using the insights gained by linguists whilst decoding ancient languages on Earth. The scientists at SETI point out that European linguists working on the translation of the ancient Mayan language made their first breakthrough when they decoded its numerical system, which was based on astronomical movements. Math and science provided the keys to our comprehension of ancient Mayan and this may also happen in the case of extraterrestrial contacts. As long as we keep our minds open to the channels of communication and all the forms it can take, interstellar conversation may not be always confined to the fantasies of Sci-Fi.

Ben Ward, Editor

Language *magazine*

(formerly American Language Review)

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Distributor	Delta Systems, Inc. 1400 Miller Parkway McHenry IL 60050

Language Magazine (ISSN 1537-7350) is an editorially independent publication of Language Media, LLC.

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LETTERS

No "Number One" In The Global Village

Certainly American educational institutions hold great appeal for overseas students. However, in noting the criticism of U.S. schools, the article by Mark Juszczak ("Learning to Create" *Language Magazine*, November 2001, pp. 24-25) fails to make a distinction between the shortcomings of the public grade school system and that of colleges and universities. The article acknowledges the perception of Americans as ill-informed, yet seems to offer the prestige and accomplishments accorded to institutions of higher learning as vindication of the entire educational system.

As recent as this past summer, ABC News carried a story documenting the huge number of school districts so desperate for instructors that they have dropped the requirement of a teaching qualification. Education continues to come up as an issue in every election campaign. A recent comprehensive OECD report on education in 32 countries (published in Japan on December 9, 2001 in *The Independent* supplement to *The Daily Yomiuri*) apparently ranked the U.S. above average in reading, but other English-speaking countries took top spots. Clearly, things are not all rosy, otherwise Americans' knowledge of the world would not be scorned as much as it is. Consistency in standards through better teacher training and fairer access at the college and university level might be solutions, but the issues are complicated and won't be resolved without initiatives on many fronts.

One answer to Mr. Juszczak's question as to why Asian students want to study in the U.S. (or in another Western country) lies in a single word—prestige. It may be that recognized excellence plays a role, but we need to be realistic about the fact that here in Japan, as in much of East Asia, perceived prestige has always been a major influencing factor in students' educational choices. Top companies will only recruit from the most esteemed institutions, which themselves are held in high regard largely because their image allows them to attract the brightest students. Surprisingly perhaps, the students' area of study is usually of little interest to employers. Sadly, I would suggest that the number of Asian students specifically targeting Western countries' educational systems for their creative aspects, are in the minority. Rather, it is an extension of their own culture's values on perceived prestige. Japanese can study in an English language program in any major American city, yet Los Angeles remains a disproportionately popular destination, mainly due, I believe, to its image among Japanese.

Mr. Juszczak raises an important issue. In a global world, many of us overseas are working to improve standards and open our learners' minds to a broader spectrum that crosses political borders. Unfortunately, cheers of "We're number one! (don't bother me with the details)" works against this principle.

Sincerely,
Brad John Bates
Tokyo, Japan

Inspired By Courage Of A Teacher At Ground Zero

Terrance Flynn and his students are an inspiration to us all ("ESL At Ground Zero", *Language Magazine*, December 2001). Living so far away from New York City and the impact being so profound on me, I can't even begin to imagine what it was like, and is like now, to be so close to such a traumatic event. I can only offer praise for the courage and professionalism Terrance has shown as a language teacher.

Sincerely,
Richard Thomas, ESL Teacher
Portland, Oregon

The Wonderful Words of Disney

In these times of international concern, it was great to read a story ("Life in the Language Kingdom", *Language Magazine*, December 2001) that explains how language technology is bringing people from around the world closer together. Way to go Disney!

Sincerely
Mary McAuliffe
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Competition Increases for Language Jobs

GRADUATES SEEKING academic careers in modern languages and literature may face an even tougher than usual job market, according to new data released by the Modern Language Association (MLA). While available language and literature jobs in U.S. and Canadian colleges and universities grew again last year, reaching their highest point since 1988, the number of PhDs awarded in English and foreign languages also increased. The increase in doctorates, the first since 1997, leaves the number of entry-level academic positions well below the number of new PhDs awarded, a disparity that MLA officials say will mean disappointment for many qualified candidates.

"Again this year, in both English and foreign languages, new PhDs outnumber entry-level assistant professorships advertised in the JIL," says MLA President Sylvia Molloy of New York University. "Further, this year's data reverse what had been a downward trend in number of new PhDs, making competition for jobs even fiercer."

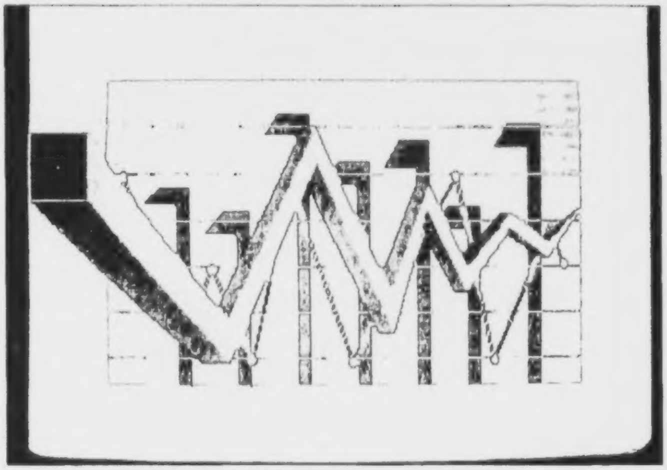
Entry-Level Positions Increase in Both English and Foreign Languages

The job data show that overall English language positions increased only slightly (by 2.5%), climbing from 959 positions listed in 2000 to a total of 983 in 2001. Foreign language positions increased by 1.4%, from 666 in 2000 to 675 in 2001. Entry-level assistant professorships represent a significant percentage of these positions (68.3% in English, 65.9% in foreign languages). Openings in the field of English for entry-level assistant professors total 671, an increase of 5.3% over last year. Foreign language departments seek 445 assistant professors, 2.1% more than last year.

Positions in specific foreign languages remain stable in terms of their share of the total number of foreign language positions advertised. Jobs in Spanish represent 48% of the total, down from 50.3% in 2000, while job openings in French, Italian, Chinese, and Japanese grew slightly in number.

New Degrees Continue to Outnumber Available Positions

Comparing the number of entry-level assistant professorships with the number of PhDs granted each year offers a gauge of the difficulty of finding a good academic job. Data from the National Science Foundation's Annual Survey of Earned Doctorates indicate that in the academic year 1999-2000, 1,070 doctorates were awarded in English and American language and literature (a 4.7% increase) and 641 doctorates were granted in foreign languages and literatures (a 2.1% increase). These numbers represent the first increases in earned doctorates since 1997.



Supply of candidates with Ph.D's is meeting a growing demand.

Economic Downturn May Mean Further Job Shortages

While data collected reflects jobs advertised as of October 2001, many positions depend on funding not yet received. Analysts fear that the economic recession may result in even fewer available jobs by academic year's end.

"We're particularly concerned about the possible elimination of jobs because of unexpected cuts to state budgets," says MLA Executive Director Phyllis Franklin. "Preliminary reports suggest that a number of institutions may be unable to fund the positions they announced. ■

Testing Times in California

A NEW TEST designed to track students in California who are not fluent in English has come under fire from educators.

Teachers say the California English Language Development Test is poorly designed and too time-consuming to score. "It is a well-intentioned test that is just so cumbersome and expensive as to be ridiculous," said Wayne Johnson, president of the California Teachers Association, who has called for the program to be revised. About 2 million students in the state took the test last year.

The test's critics cite problems ranging from awkward instructions and layout to the length of time it takes for the tests to be scored. One problem with scoring is that, unlike most standardized tests, the test does not come with a separate answer sheet.

The tests were given last year between May and October but will not be ready before the end of February, more than halfway through the school year making it difficult for school districts to place students and apply for funds that depend on test results.

Districts had the option of scoring the tests themselves, but critics point out that the state spent more than $15 million on the test, not including the estimated $20 to $30 per test spent by the districts. They say schools shouldn't have to expend even more resources to get timely scores.

Even the legislator who sponsored the bill requiring the statewide English testing says she's concerned about the level of "dissatisfaction" with the test. In a letter to California superintendent of Public Instruction Delaine Eastin state, Sen. Martha Escutia, said. "I am gravely concerned that the aversion for the test—if not addressed swiftly and fully—will undermine the success" of the exam. ■

Old Quebec in winter.

Quebec Pushes For Improved French

THE CANADIAN PROVINCE of Quebec has said it will reinforce the use of French in the workplace and urge the teaching of better French in the province's schools rather than further restrict the use of English.

"There is progress to be made. The language equilibrium is fragile and subject to many challenges in the North American geopolitical landscape," Quebec culture minister Diane Lemieux said.

She said the government had decided not to change a controversial law on commercial signs, which imposes the pre-eminence of French but does not ban other languages.

The legislation, to be introduced in the provincial legislature next spring, will merge all four provincial government bodies monitoring the state of the French language in Quebec. It will support the use of more French-language software for schools and in small or medium-sized companies.

It will also close a legal loophole to make sure that French-speaking parents cannot send their children to English schools subsidized by the province.

About 82 percent of Quebec's 6 million people say French is their mother tongue. French has been Quebec's official language since 1974. Quebec has 1.4 million people whose first language is not French.

Language is an emotional and divisive issue in Quebec, which has held two referendums on separating from Canada. In the last one, in 1995, Quebecers voted to remain in Canada by a thin margin. English and French have been Canada's two official languages since 1969. Other measures included in Friday's plan are the strengthening of committees to promote French in the workplace and a campaign to foster the use of French in the trade sector. Quebec education minister Francois Legault said schools will increase teaching hours for French by a third as of 2003, but also said English teaching will be improved. ■

Arizona Pledges Millions To English

ARIZONA PLANS TO spend millions of dollars on programs for 150,000 students struggling to learn English.

The program calls for $45 million in 2003 to be spent on student tutoring, teacher training and instructional materials. It would allow $340 for every ESL student, an increase of $170 a child over present funding levels. The plan will also provide $5.5 million a year in additional money for tutoring and $4.5 million a year for teacher training.

But the plan has not met with universal approval. Tim Hogan, a public interest attorney who claims that Arizona is shortchanging English language learners, plans to file a motion with a federal judge early this year. Hogan says that the bill does not provide enough money to hire better qualified teachers or reduce class sizes.

"These guys can't explain how this amount of money cures any of the deficiencies," said Hogan. "They have picked a number out of the sky."

"We're so tight for money right now that if someone offered us $10 we'd take it," said Sal Gabaldon, a bilingual educator in Tucson. "Any extra money would be helpful to get more teachers endorsed, which is a special state certificate. We need more endorsed teachers for all these children."

Although voters approved a measure last year to restrict bilingual education, Arizona is still under a 1992 court decision that orders the state to help students overcome language barriers. ■

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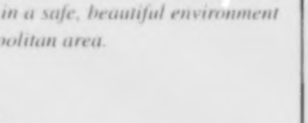

The Office of International Programs also offers contract ESL/culture courses for groups.

For more information, contact:
Jeff Adams-Davis, Director
English Language Training Institute
Telephone : (704) 687-2458
Fax: (704) 687-3168
E-mail: elti@email.uncc.edu
WWW: http://www.uncc.edu/elti

Language Magazine's regular look at what is new in the world of language learning multimedia products and services

ACT, INC. will introduce GlobalEnglish ESL courseware to ACT Centers. GlobalEnglish courses are designed to teach English to native speakers of 10 languages, including Spanish, Japanese, German, Chinese and Portuguese. The service provides 24-hour, 7-day-a-week access to experienced ESL teachers via voice or text chat.

"GlobalEnglish will dramatically expand the capability of ACT Centers to provide... ESL training," said Tom Saterfiel, senior vice president of workforce and professional services at ACT.

ACT Centers are in operation across the nation, primarily at community colleges, with hundreds expected to be online within the next two years, delivering testing and training services to businesses and individuals. Institutions that are part of the ACT Center network will now have access to ESL programs giving the colleges new capabilities to provide training opportunities to businesses and adult learners in their communities.

For more information on ACT Center courses, locations and news, log on to www.act.org/actcenters/index.html ■

ELLIS (ENGLISH LANGUAGE LEARNING INSTRUCTION) is helping adult ESL students in Connecticut learn English by supplying its interactive and multimedia English training software to the Connecticut Association for Adult and Continuing Education (CAACE).

"Our students love it," said Dan Gaynor, director of New London Adult and Continuing Education Center, referring to the ELLIS program. "Not only are they able to learn English but also do so using the aid of their native language. For years I have been looking for a way to integrate technology into our program, and after a nationwide search for the best software, we chose ELLIS because it was the most interactive and had the greatest breadth in relation to our needs."

The ESL population in the state of Connecticut has increased rapidly over the last decade. "Connecticut has always been a melting pot," said Roberta Pawloski, director of CAACE.

"Our programs have always consisted of a number of ESL students, but over the last few years we have seen a tremendous increase in the need for ESL training. As a state, we have made an ongoing commitment to make better use of technology in our programs and view ELLIS as a wonderful partner in achieving this goal."

"ELLIS is pleased to provide a solution that helps address the needs of the Connecticut adult ESL population," said Tim Otto, ELLIS CEO. We look forward to a long relationship with CAACE and hope to meet their English training needs long into the future." ■

New Bill Would Fund Bilingual Literacy Program

A BILL THAT passed both houses of the U.S. Congress would triple the budget of a center at the California State University in San Marcos that encourages literacy among Latino children.

If the bill is signed into law, the Barahona Center for the Study of Books in Spanish for Children and Adolescents would receive $300,000, allowing the Center to greatly expand its programs and reach, according to the director, Isabel Schon.

"We are just thrilled," Schon said. "This helps us toward our goal to get everybody to read and to be as proficient eventually in English as they are in Spanish."

The Barahona Center is said to have the world's largest collection of Spanish-language books published since 1989 and written especially for readers from kindergarten through grade eight. The Center also specializes in English-language books about Latino culture.

The Center promotes literacy in both English and Spanish by encouraging children to read for enjoyment, education, and information in their native language. Schon said the Center also aims to increase the involvement of parents in their children's education. ■

Malaysian Teachers Apathetic About English

A NEW STUDY has revealed that the majority of English language teachers in Malaysia are not interested in teaching the language.

Dr P. Ambigapathy of the Universiti Sains Malaysia's School of Humanities said the study found that 60% of teachers surveyed were apathetic about teaching English.

"Besides having a poor attitude towards the language, the teachers seldom prepare adequate teaching materials."

The study also found that 80% of the teachers devoted little time to improving their own language skills and they did not invest in professional development programs.

In order to address these problems, Dr. Ambigapathy recommended that prospective English language teachers be placed in colleges where they would undergo specialized training before they were "released" into the profession. ■

Australian Doubts Over Refugee Learning

AUSTRALIA'S IMMIGRATION Minister Philip Ruddock has claimed that teaching immigrants to speak English is expensive and may have little effect.

Mr. Ruddock said that Australia did encourage immigrants to learn the language but had discovered that some simply could not do it.

"There are a whole lot of issues about teaching English to new arrivals which will not necessarily give you a first generation where every family member can speak English," he said.

"Sometimes people will come [to Australia] who are not even literate in their own language," he added.

Australia has come under widespread criticism for its immigration policies, most recently by the Catholic Church, which has accused the government of inciting xenophobia. ■

Learning the

Michele Alperin investigates the growing popularity of Latin among America's students.

M[illegible] are studying L[illegible] [illegible] to statistical [illegible] a[illegible] evidence from [illegible] s[illegible] colleges. The [illegible] for this upsurge [illegible] in Latin is unclear. On the one hand, [illegible] suggest a calculated push by American students and their parents for higher SAT scores. Who, after all, would know immediately that the word "defenestration"—from the Latin "de," meaning "down," and fenestra," meaning "window,"—means jumping out of a window? A Latin student, of course. On the other hand, the return to Latin may represent a more tempered decision to investigate cultural and linguistic roots. Andrew Ford, professor of Classics at Princeton University, who himself values classical languages as a vehicle for communicating with ancient civilizations, takes a more jaundiced view of popular inclinations. "Many of the bumps in classics are conservative in nature," he says. "When it's up, it's usually because more people want to be lawyers, doctors, and senators." However, high school teachers note that students seem to be fascinated by the links that Latin shares with many intellectual pursuits.

According to [illegible] A. LaFleur, [illegible] professor and hea[illegible] the Classics Department at the University of Georgia, the number of public high school students studying Latin jumped 15.2 percent between 1990 and 1994. Conversations with Latin and Greek teachers in the Princeton, NJ, area also attest to considerable growth in Latin enrollments: in Lawrence, NJ, over the past six years, Latin enrollments have grown from seven to 78 in the middle school and from 68 to around 160 in the high school; at Princeton High School over the past eight years, they have increased from 53 to 115; and at the Princeton Latin Academy, a K-9 school that teaches Latin and Greek from the elementary grades, the number of students has increased from 19 to 68 over the last 14 years.

Robert Kaster, professor and chair of the Classics Department at Princeton, believes the current turnaround started about 15 years ago. In the late 1950s, Latin—considered good training for the mind—was still a requirement in many schools and colleges. "The reason Latin was a central part of the curriculum before the 60s was because it always was," s[illegible] Kaster. "Educational or curricular inertia was such that it took a shock like Sputnik to dislodge it." The shock [illegible] the Sputnik launch in 1957 persuaded American academia to increase the emphasis on math and science classes and to concentrate only on those languages deemed to be strategically important. In this intellectual climate, Latin was quickly dropped as a required course, and enrollments dropped precipitously.

By the early to mid 1970s, this decline in enrollment bottomed out and had begun a slow climb back. Growth accelerated in the 1980s with the talk of "back to basics" during the Reagan administration and continues today, bolstered by evidence that students taking Latin do better on the SAT's. In 2000, students taking Latin scored a mean of 665 as compared with 636 for French, 621 for German, 589 for Spanish, and a national average of 505. Although Latin aficionados like to quote these statistics, Robin Boots-Ebenfield, a Latin teacher at West Windsor-Plainsboro High School South, attributes the difference partly to self-selection on the part of students who choose to take Latin. If a student decides to study Latin to improve SAT scores, she

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"'Language is the essence of education'; hence his students study Latin, Greek, and Spanish in elementary school, and in middle school can switch from Spanish to French or Italian. He claims that students cannot attain that crucial verbal education 'without Latin and Greek'."

Lingua Franca

said, that student "will be more motivated," she said, and will presumably be more successful.

Although Kaster does not expect a return to pre-Sputnik levels of interest in classical languages, parents and students today seem to be more aware of the value in studying classics. Francesco Terrulli, founder and headmaster of the 14-year-old Princeton Latin Academy, attributes this change to frustration with current educational practice. "I think people are getting tired of 'politically correct,'" he observed. What bothers them, in his estimation, is that there is "no content and a lot of stuff is made up." Terrulli, who saw a big leap in enrollment five years ago, runs an old-fashioned school in which children "learn, read, and study." For Terrulli, "language is the essence of education"; hence his students study Latin, Greek, and Spanish in elementary school, and in middle school can switch from Spanish to French or Italian. He claims that students cannot attain that crucial verbal education "without Latin and Greek," where students have to analyze meta-language, tenses, declensions, conjugations, and verb structure." But he admits that the real basis of the Latin resurgence "is from the pragmatic point of view of standardized testing," because the study of classical language improves grammar, vocabulary, and spelling.

Many Latin teachers also attribute renewed student interest to changes in their own teaching methods. Because Latin is no longer a required course, the onus rests on the teachers to make classical languages interesting and relevant. Braulio Borlaza, a Latin teacher at Lawrence, NJ, Middle and High Schools, observed, "In the past, Latin teachers were the worst enemies of the language." They used "an old-fashioned, traditional, humdrum, boring approach to language study." Fifty years ago, first-year students would focus almost entirely on grammar in the first year, "memorizing paradigms and spitting them back," and then in the next three years translate Caesar, then Cicero, and finally Virgil. Borlaza remembers studying grammar day after day, with no discussion of Latin history and culture. "After seven years of Latin in high school," he said, "I could tell you anything grammatically, but couldn't tell you where Italy was or who Augustus was."

Today things are different. "Latin teachers have become more savvy about how they do the subject," commented Matthew Miller, master of Interdisciplinary Studies and Classics at the Lawrenceville School. And so have textbook publishers. In 1984, a new reading-based approach called the Cambridge method appeared, which teaches Latin through historical fiction that draws on the archeology of Pompeii. By following the daily lives of children in a fictional Roman family, students learn more about Latin culture than about Caesar and the Gallic Wars. An important strength of the Cambridge method is the connections it creates for the students—between Latin and other languages, English, archeology, and science.

"It provides entrée not only into Latin but also to archeology and the study of the past," she said. And it does so through creative projects, choral response, essays, and games. Today's teachers are also more careful to select examples of Latin literature that will appeal to their students, for example, the mythological references in Ovid's *Metamorphosis* as well as Catullus' interest in travel and his up and down romance with his girlfriend. In their search for appealing and effective teaching methods, teachers also get ideas and encouragement from the National Junior Classical League (NJCL) and the American Classical League (ACL). Acting something like a national Latin club, the ACL offers contests and other resources for students.

Matthew Miller believes that the current resurgence of Latin has brought more diversity into the Latin classroom. Miller sees a move beyond the "old mystique that those who study Latin are the better quality stu-

continued p.16

from p.15

dents," citing the more heterogeneous group in today's classroom as an example. "The change that has really impressed me is diversity," he said.

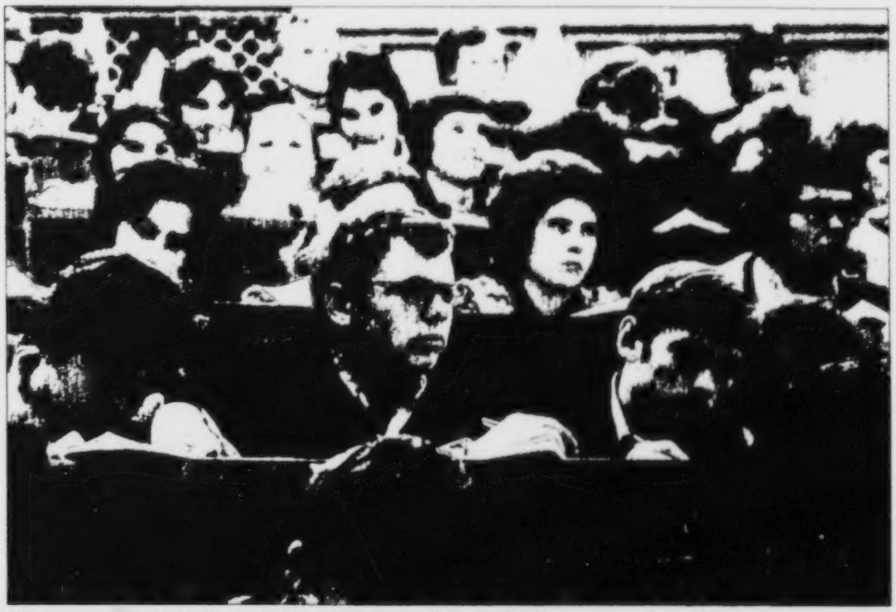
For some students, who process language differently from those in the mainstream, Latin can be more appealing than modern spoken languages. Boots-Ebenfield believes that Latin can strengthen the verbal skills of these students, making sense for them whereas they struggle with other language structures that other students find intuitive. For example, if students are studying parallel structures in a 10th-grade writing class, the English teacher expects them to be able to recognize a direct object. Because in Latin different parts of speech assume different forms, and all direct objects are in the accusative case, explained Boots-Ebenfield, "the students will already understand the building blocks concretely that an English teacher may assume."

> "By the end of the first year, students can begin to read *The Odyssey* because Homer's Greek is not too difficult."

Miller suggests an additional benefit. With Latin, the audio aspect of language study is removed, thereby eliminating the stress of having to respond quickly to audio cues. "For a kid who freezes when a teacher speaks to him in French, the intimidation of having to respond in a foreign language disappears." Miller warns, however, that because Latin is much more sophisticated structurally than Spanish, French, or German, it is not appropriate for students who cannot take in a lot of information at one time, structure it, and memorize it.

When asked why the study of Latin is far more prevalent than that of Greek, Miller replied that people are completely unaware that Greek is similar to Latin both in terms of its body of literature and its effects on modern English, even outside of biology and medicine. Miller commented that for today's student, "Greek seems much more risky, more out there." Yet he observed that the returns on Greek are more immediate than with Latin. By the end of the first year, students can begin to read *The Odyssey* because Homer's Greek is not too difficult, and his sentences are clipped and short.

From his professorial vantage, Kaster values the insight that Latin and Greek ideas provide for "understanding where we are socially, culturally, and politically today. Sweeping aside the more pragmatic rationalizations that Latin helps in understanding English grammar, he says, "My position is that if you want to learn English grammar, learn English grammar."



The number of students in the U.S. enrolling on Latin courses is rising.

Students may be convinced that a working knowledge of Latin will help them with their SAT's, but perhaps they are siding with an opinion expressed by a friend of Andrew Ford, that "speaking English without studying Latin is like going to a party without being invited." Or, according to the old Latin proverb quoted by Borlaza, "If you know Latin, you know everything; if you don't know Latin, you know nothing." ■

Michele Alperin is a freelance journalist and regular contributor to *Language Magazine*.

There are lots of materials on the market for students who want to study Latin. Here is small selection of what is available:

COURSES:

The Cambridge Latin Course (Ed Phinney, ed.) is a well-established introductory program in four units, originally developed by the Cambridge School Classics Project and often found in middle schools. There is a stimulating, continuous storyline, grammatical development and cultural information woven throughout the text, a complete language information section—now bound into the students' volume—and color photographs that illustrate the Roman world. There is a teacher's manual, a workbook, and cassette tapes.

The Oxford Latin Course (Maurice Balme and James Morwood) is another popular four-unit introduction to the language, literature, and culture of Rome.

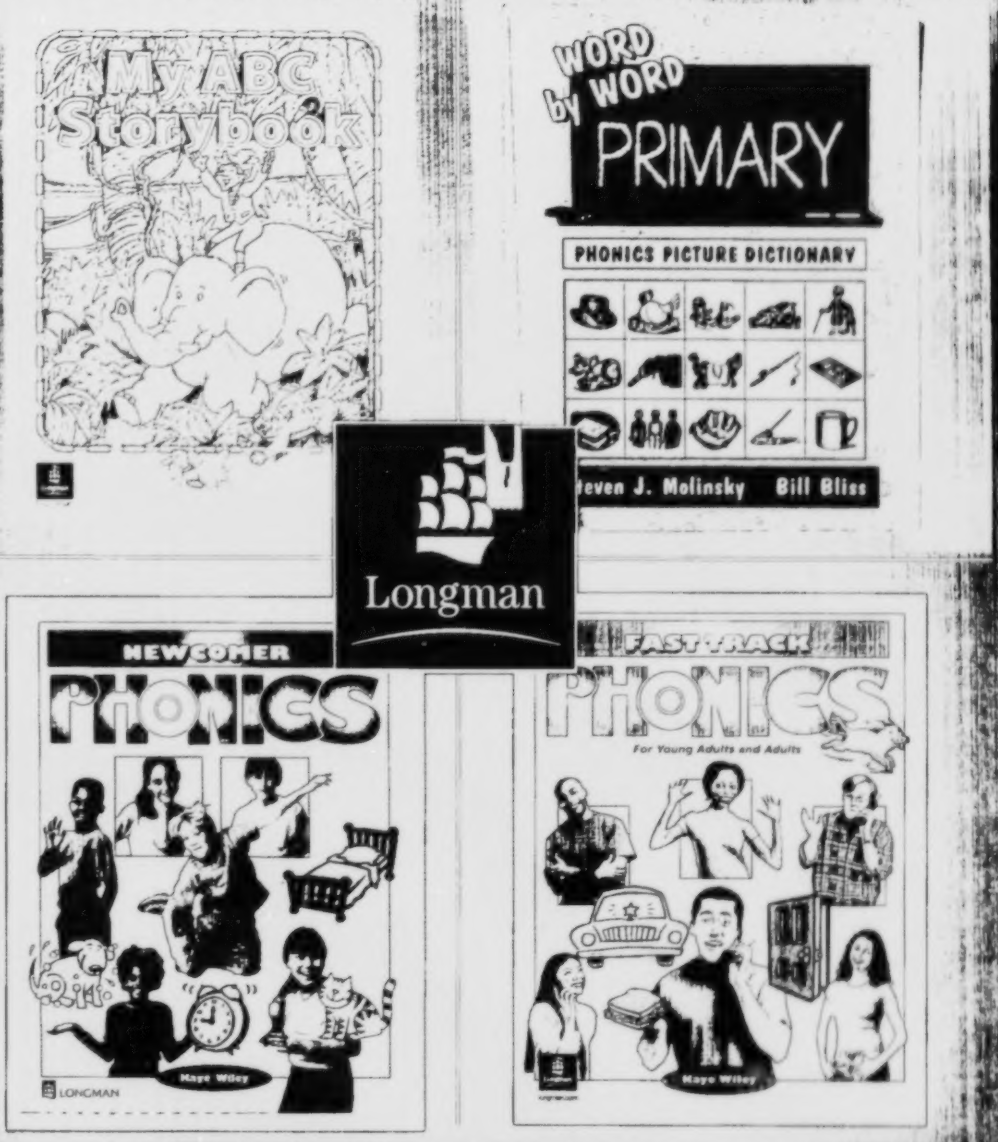
Lectiones Primae (published by Bolchazy-Carducci) is an illustrated graded reader for first-year Latin students, It offers two types of readings: *Sententiae* (a collection of sayings, proverbs, and mottoes) and *Fabellae* (connected and extended readings accompanied by illustrations that show each successive change of action. This visual assistance allows students to discover the meanings of new words and thus to comprehend the story). Second-year Latin students can turn to ***Lectiones Secundae***.

Wheelock's Latin (6th ed., Harper Resource) is the popular single volume textbook for beginners that first appeared in 1956. An accompanying workbook is also available.

OTHER BOOKS:

Cattus Petasatus: The Cat in the Hat in Latin (published by Bolchazy-Carducci) is an entertaining translation of the classic Dr. Seuss tale into the classical language of Latin. Guaranteed to delight any Latin student who might also want to tackle ***Quomodo Invidiosulus nomine GRINCHUS Christi natalem abrogaverit (How the Grinch Stole Christmas)*** from the same publisher.

Winnie Ille Pu features Winnie the Pooh and his friends in a Latin translation published by E.P. Dutton. Also available is *Winnie Ille Pu Semper Ludet (The House at Pooh Corner.)* ■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Teaching Reading And English Together

Kathleen Stark believes that non-English speaking, non-literate children can be taught to read and to speak English at the same time.

When English learners own the skills of literacy their chances for survival in a regular classroom are much improved. I believe that this factor could be a strategy in some situations for reversing school failure in a population over-represented in the ranks of school dropouts.

I base my approach on the fact that reading is a transferable skill—once you learn to read in one language, you can read in any language you speak. There is ample research to support this, and anyone who speaks several languages will tell you that they can read these languages without reading instruction in them, even those with a different alphabet. Reading is like the game of *Scrabble,* language related, but with its own set of rules that can be transferred to any language a player can speak. Learn the rules, get a sense of what it takes to win, and then play *Scrabble* in any language.

With the same rationale, teach children the skills of reading, teach them to seek comprehension. Let them learn to read what they learn to say, and say what they learn to read. Let reading and language instruction be reciprocally instructive. As they learn more English, their reading comprehension will deepen. They will also have a skill that they can transfer to their first language.

By the end of last year, half of my class (first graders whom I taught all day in a sheltered English classroom) were reading at various levels of second grade books. The others could read at various first grade levels, and every single child did read.

Before I began instruction I individually assessed each child's literacy level. Children are placed in sheltered English classes in Kansas City if they score from 0 to 40 on the LAS (Language Assessment Scales), which means either that they do not speak English at all, or that they are only able to say a few words. To assess their alphabetic skills I used a scrambled alphabet including lower case and upper case letters. A few of the children had never been to school and others knew the letters in Spanish or French. Some came from families whose parents who were illiterate, and others had parents who were teachers and engineers. Eight countries were represented in the class, and five languages—Spanish, Somali, Arabic, Vietnamese and Haitian Creole.

To teach this varied group to read, I used beginning phonics, phonemic awareness instruction, shared reading, guided reading, and especially, independent reading in a workshop setting. After the children had mastered letter-sound relationships and knew basic letter sounds and names, I dropped the extensive phonics instruction, which usually lasted about six weeks. In the meantime, the readers' workshop and guided reading were well in place, and grew as the phonics lessened. Later I would teach only the most predictable phonemes and phonics as needed.

In this article, I will focus on beginning strategies as a way to illustrate that reading instruction and language instruction can go hand in hand.

PHONICS INSTRUCTION: The activities will involve speaking and listening. There will be no worksheets, circling letters, sounds et cetera either on a computer or on a piece of paper because I want to be present to guide them; I want to be confident that they are connecting sounds and letters. I will show them how to focus and I will make them aware of their own processes. This will enable me to individualize their instruction, and will enable the children to monitor their own progress.

My favorite phonics strategy, and the children's, is a beanbag game. I sit on a chair on the carpet, and the children sit in a row at the opposite edge of the carpet. The beanbags are colored and lettered—"Aa" for example.

I hold up a beanbag and show the letters "Rr" printed on it.

—*Abubakar, what letter is this?*

He looks at me blankly.

—*You don't know? Say "I—don't—know."* I make an exaggerated gesture looking completely baffled. They laugh.

I repeat *I* and with my hand gesturing to him in a *come* movement, lead him to understand that I want him to repeat. He does.

—*I don't know.*

"I added language-teaching skills to what reading experts suggested for native English speakers, but I aimed for equal results—I aimed to have my students reading above grade level in English."

I'm delighted
—*Did you hear that? He said "I don't know!"*
The children connect the words to the situation.
—*Great Abubakar! Okay Glenda, what letter is this?* I hold up the same beanbag.
—*I don't know.*
I smile at Glenda. How quickly she picked up the phrase. She looks pleased herself.
—*Great Glenda.*
—*Mohamed, What's this letter?*
—*R.*
—*Good Mohamed. What sound does it make?*
—*I don't know.*
—*Hurray Mohamed! R sounds like rrrrrrrr.*

We go through all the beanbags. I am teaching the letters, the sounds, and English all together. The children are excited and alert. When eventually someone knows the letter and the sound, I throw them the beanbag. This is the fun part, the part that motivates them. At the end of the period they will throw me the beanbags as I call for them one by one: *Who has 'A'?* but not in order because I want them to continue to look at their letters and to think. They have learned beginning reading skills and some English expressions.

LISTENING CENTER: I've taped a simple tune that I composed which accompanies an animal alphabet book I assembled.
—*A is for alligator, a, a, a* (short "a" sound).

There are six copies of the book. I show the children how to listen and point to the letter as they do. I use the term "focus" and on my face show concentration by exaggeratedly listening. They learn the term "focus" and learn how to learn. They master the letter sounds to automaticity, learn the English names of 26 animals, and connect letters to sounds and words.

SHARED READING: They will learn reading skills, and they will learn English. They will apply their letter-sound skills.

A. Every week they will learn a poem and a song. I begin with one called "*Where's Ernie?*" a jazz chant. It's very catchy, and has simple, practical vocabulary. I print it on chart paper and point to the words as I sing them. Notice that the vocabulary is used elsewhere:
—Good morning
—Hello
—Good morning.
—Hello.
—Where's Ernie? (I will use their names right away)
—I don't know.
—Where's Ernie?
—I don't know.
—Here I am!
—It's Ernie!
—Hello, Ernie. It's Ernie. Hello Ernie, good bye Ernie, good bye, good bye, good bye.

B. Every day I will read to the students at least four times, using big books at first, often with patterns. The most important factor I consider is interest and comprehensibility. I will point out letters they know, will make drawings and use role play to aid comprehension. I will encourage them to participate in the reading.

FURTHER READING: If you haven't read Stephen Krashen's little book *The Power of Reading* (1993), you should. Then read Lucy Calkin's book *The Art of Teaching Reading* (2000) to learn how to apply Krashen's ideas.

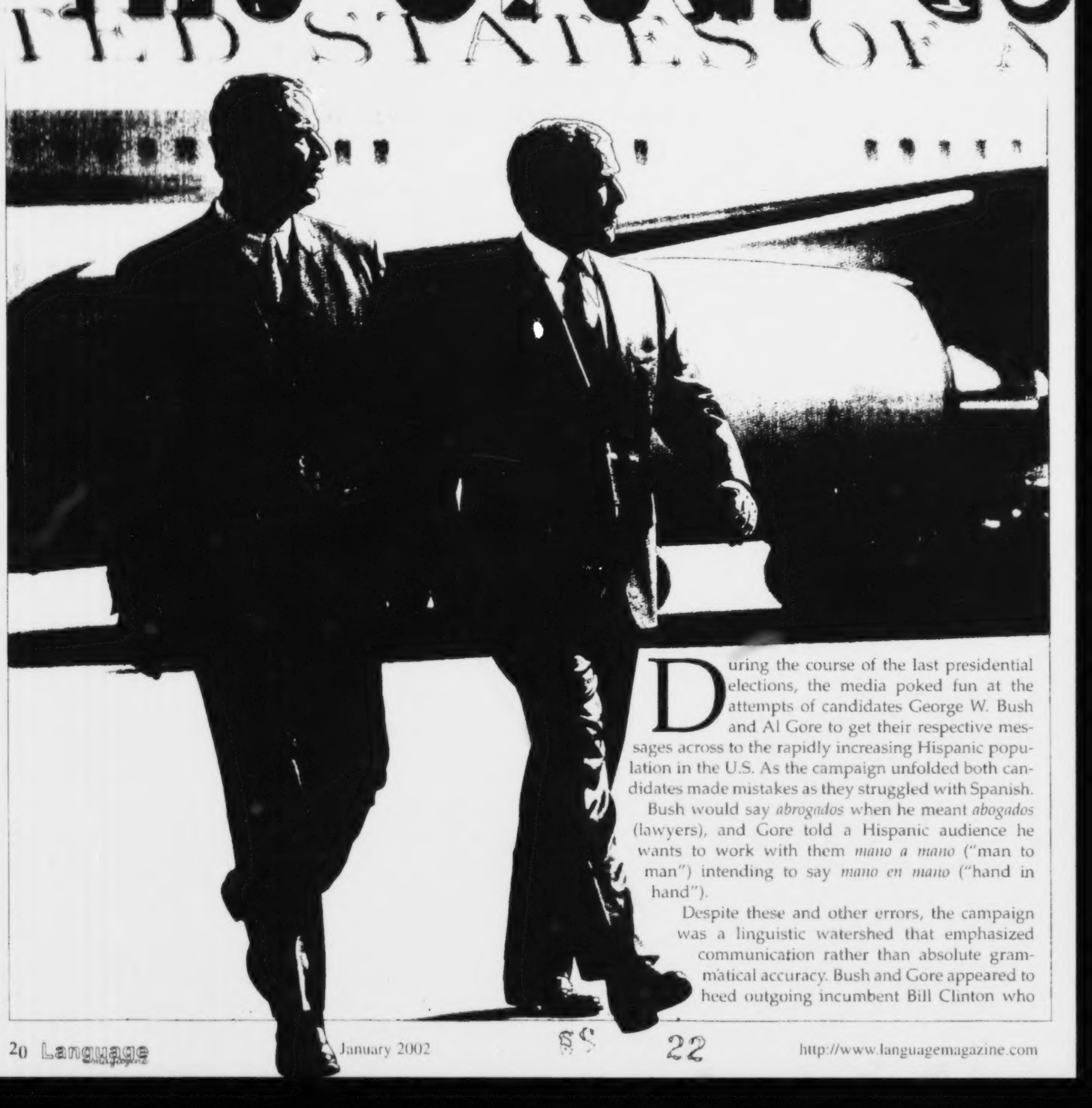
I don't mean to say these two books are all you need to teach ESL reading, but they are jewels and are priceless among teaching resources. I used the research and strategies designed for English speakers to teach my ESL students and had good results. I added language-teaching skills to what reading experts suggested for native English speakers, but I aimed for equal results—I aimed to have my students reading above grade level in English.

Their independent reading insured that the children would be reading at their own interest and skill levels. Our formal discussions of literature developed their oral language naturally and taught them to question a given opinion or the assumptions of an author. Their vast exposure to written language developed their vocabularies and syntax to more sophisticated levels than they would have had if I had focused on oral language development in more traditional ways.

What I liked most about my students' reading growth was the confidence they developed as learners and as people. They knew that reading was a highly prized skill at their school, and they were part of the club, as Frank Smith says. Most of the children were poor. They didn't have a lot of toys and games, but the magic in their books let their children's imaginations fly. ■

Kathleen Stark is an experienced ESL teacher working in the Kansas City School District.

The Great Co

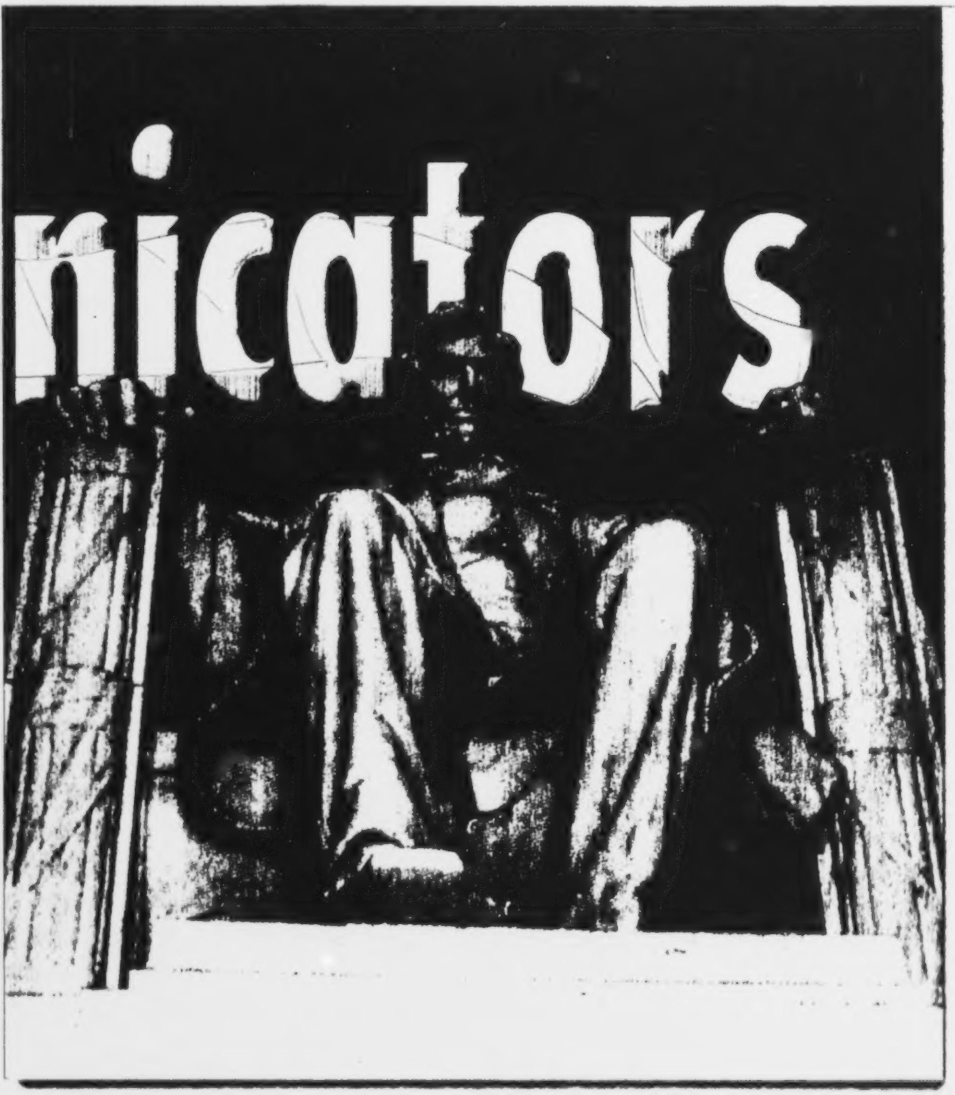


During the course of the last presidential elections, the media poked fun at the attempts of candidates George W. Bush and Al Gore to get their respective messages across to the rapidly increasing Hispanic population in the U.S. As the campaign unfolded both candidates made mistakes as they struggled with Spanish. Bush would say *abrogados* when he meant *abogados* (lawyers), and Gore told a Hispanic audience he wants to work with them *mano a mano* ("man to man") intending to say *mano en mano* ("hand in hand").

Despite these and other errors, the campaign was a linguistic watershed that emphasized communication rather than absolute grammatical accuracy. Bush and Gore appeared to heed outgoing incumbent Bill Clinton who

President George W. Bush and Mexico's President Vicente Fox (left) walk to the arrival ceremony in Leon, Mexico, February 16, 2001. Photo by Paul Morse. **Inside the Lincoln Memorial (right) in Washington D.C.** Photo by Peter Brown.

mmunicators



Steven Donahue describes how American presidents have used second language skills in their public lives.

had said, "I hope very much that I'm the last president in American history who can't speak Spanish."

During the first year of his presidency, George W. Bush has taken great pains to reach out to Hispanic Americans in their own language. But he is not the first POTUS (President of the United States) to utilize his second language skills while in office. Throughout history, American presidents have spoken languages other than English. Notable among them are John Adams who spoke German and Russian, and Thomas Jefferson, who knew French, Latin and Greek. Both Adams and Jefferson served as ambassadors in Europe where being a monolingual English speaker would not suffice. Martin Van Buren, known in his time as the "Little Magician," grew up speaking Dutch as his first language. In this century, Herbert Hoover and his wife, Lou Henry, lived in China prior to his taking office—both were caught up in the Boxer Rebellion, which must have sternly tested their Chinese language skills. Harry Truman and Gerald Ford studied Latin (Ford was also a French scholar) and Bill Clinton made up for his lack of Spanish by speaking German.

In colonial times, a thirteen year-old boy named George Washington studied Latin under the Rev. Marye, rector of St. George's Church in Fredricksburg, Virginia. Young Washington learned by rote the French-based Rules of Civility as dictated by Rev. Marye. Later in life, Washington rued not knowing more French to better communicate with his good friend General Lafayette. In Washington's Mount Vernon Library there are several foreign language texts, including *Don Quixote* in Spanish.

In the early 1800s, presidents were often fluent in the classical languages: Latin, Hebrew and Greek. Reflecting past political alliances some spoke German, Italian, French and Spanish. Forrest McDonald, distinguished research professor at the University of Alabama notes, "There was a time when it was extremely useful for American leaders to speak foreign languages. French was the language of diplomacy. We had to deal with other people as equals, or we were subordinates. At least two presidents "probably knew some native American Indian languages," says McDonald, referring to both Andrew Jackson and William Henry Harrison who fought Creek (Muskogee) Indians and the Shawnee-led confederacy of Tecumseh.

The last of the "log cabin" presidents, James A. Garfield, a former classics professor, would amuse his friends by placing an English text in front of himself and writing tablets to his left and right. "Amazingly, he could simultaneously translate the English into Greek with his left hand and into Latin with his right hand," McDonald said.

As a young boy, future president, Theodore ("Teddy") received the All-School Latin prize while he attended Groton Preparatory School in Massachusetts. President

continued p.22

Photo by Peter Brown.

The most famous house in the U.S. has been home to several bilingual presidents.

Woodrow Wilson, chief architect of the Treaty of Versailles, signed at the conclusion of World War One, was fluent in Latin, Greek and French.

As a president associated closely with the Second World War, Dwight D. Eisenhower was not known for linguistic prowess. In his memoirs *White House Years: Mandate for Change*, Eisenhower blamed his difficulty with languages on his school where he studied Latin, German, French, and Spanish. Eisenhower recalled, "The resulting confusion in my mind had made me incapable of using any one foreign language satisfactorily". But that confusion did not prevent him from recognizing linguistic talent. He had a deep admiration for diplomat Vernon Walters, who was, in Eisenhower's words, "one of the most brilliant interpreters I have ever known".

It was left to Eisenhower's successor, John F. Kennedy, to utter the most famous linguistic gaff in presidential history. In 1963, at the height of the Cold War in front of hundreds of thousands of people on the western side of the Berlin Wall, the President declared in German: "I am a jelly doughnut." But the crowd cheered, knowing that Kennedy's phrase, "Ich bin ein Berliner," ("I am a Berliner") was an expression of solidarity with the city—not of an affinity to the eponymous pastry.

According to Roger Morris' book, *Richard Milhous Nixon: The Rise of an American Politician*, President Nixon studied French in college. Like Eisenhower, in his dealings with the French government, President Nixon relied on the linguistic prowess of Vernon Walters, then deputy director of the CIA, as an interpreter with French officials. A decade later, the Great Communicator himself, Ronald Reagan, toasted France's leader François Mitterrand in French at a White House function saying, "Vive la France and vive l'Amerique—amis ce soir, demain, et toujours." ("Long live France and America—friends this evening, tomorrow, and always.")

President Jimmy Carter had a literary knowledge of Spanish and would practice by reading chapters of the Bible in that language. After his presidency, Carter had the opportunity to practice his language skills during the supervision of free elections in Nicaragua between Daniel Ortega and Violetta Chamorro.

Later, he was invited to supervise a supposedly free election in Panama called by General Manuel Noriega, but the polling stations exhibited such fraudulent practices that Carter refused to have his organization associated with the election. In protest, Carter mounted a platform and gave a passionate speech in Spanish, of questioning the vote-stealing election officials, "Está usted los ladrones? ("Are you thieves?"). While the speech didn't make much of an impression on Noriega's "yes-men", many Panamanians ridiculed the dictator's post-election attempts to pretend the vote tallying had any legitimacy.

During his presidential campaign, George W. Bush, (in Spanish, that's rendered Hor-GAY dub-LAY-oo BOO-sh), told Hispanics, "Yo quiero construir puentes, no paredes." ("I want to build bridges, not walls"). Bush studied Spanish in school but learned more through everyday conversation with friends in Texas as an oilman and governor. When Bush reaches the limits of his Spanish, he will use the polite phrase, "No quiero destruir un idioma muy bonito." Translation: ("I don't want to destroy a beautiful language").

Official recognition of the legitimacy of languages other than English may have been slow, but President Bush has been quick to embrace the Spanish language and Hispanic culture as evidenced by his hosting this year of Cinco de Mayo (Mexican Independence Day) celebrations on the White House lawn and by addressing the nation in Spanish during a radio broadcast, an historic first. Presidential second language learners provide important role models because language increasingly impacts American trade balances, homeland security and the national welcome mat for second language newcomers.

Moreover, bilingualism, long ignored, is finally becoming a ballot box issue. The US has the fifth largest Spanish-speaking population in the world and the 30 million Americans of Hispanic descent are beginning to have an impact on national elections. Although the English language continues to prevail as the lingua franca of global politics and diplomacy, it is significant that future American presidents will be expected to speak at least one language other than English. ■

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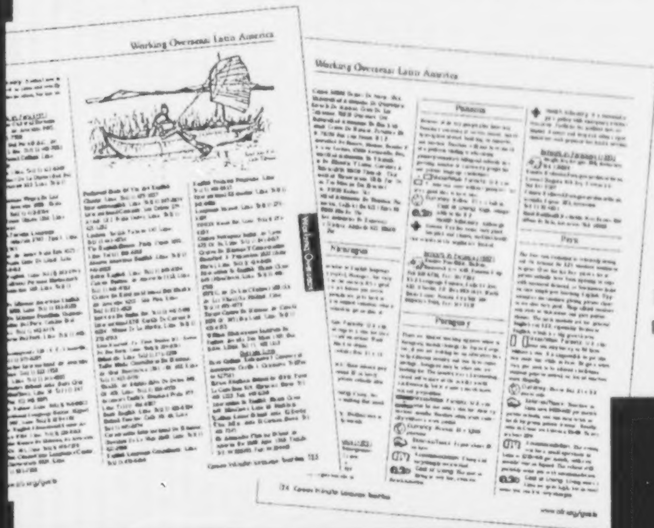
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Publication Date:	**April 2001**
Price:	**$24.95**
Binding:	**Paperback Original**
Pages:	**240**
ISBN:	**0-9678356-1-5**
Publisher:	**American Language Press**

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Breathing Life into Dead Tongues

Mark Juszczak argues that ancient languages should be learned the same way as modern languages.

I had been learning Sanskrit, an ancient Indian language, for over four years but it frustrated me that certain everyday phrases like "I feel good" were beyond me. Then, one day in New Delhi, on the same day I started a one-year course in the language, I learned how to ask a girl on a date in Sanskrit!

As I repeated the phrase, *Tubhyam Kunjam rochate?* (which translates literally as: "Would sitting under a tree and kissing like to be undertaken by you?") a dead language came alive for me.

One of the problems with learning a classical or ancient language is that there are few opportunities to speak it and to "live" it. Indeed the emphasis in most classical language courses is on translation, which is a worthy aim but it can leave learners with the impression that no one ever thought and spoke in that tongue. For example, I spent my first year learning the general rules of Sanskrit grammar. For the next two years, I wrestled night after night with the enormous Monier-Williams English-Sanskrit dictionary plowing through translations of texts. I had little opportunity to study the texts as literature in themselves—the purpose of the classes was not to use Sanskrit—but to render the primary texts into a modern language. Once a line of text was translated, the original words could be forgotten.

I yearned to write in Sanskrit, to speak it. When I presented a short essay in Sanskrit to one of the teachers, he tore it up and told me not to bother trying to write in the language. On another occasion, I asked a teacher if I could a borrow his copy of the *Arthashastra*—a Machiavellian-style guide book to the art of war. The teacher at first refused, and then relented with a look of bewilderment as I told him I needed the book for my business. It never occurred to him that something both ancient and academic could have any useful application in the modern world.

My experience is typical of many students who plough away through years of intense study in Sanskrit and are not be able to say, "How are you?" in the language.

All languages, whether we describe them as dead or living, do not die out completely. Languages are never static—instead they are constantly evolving into new languages and dialects.

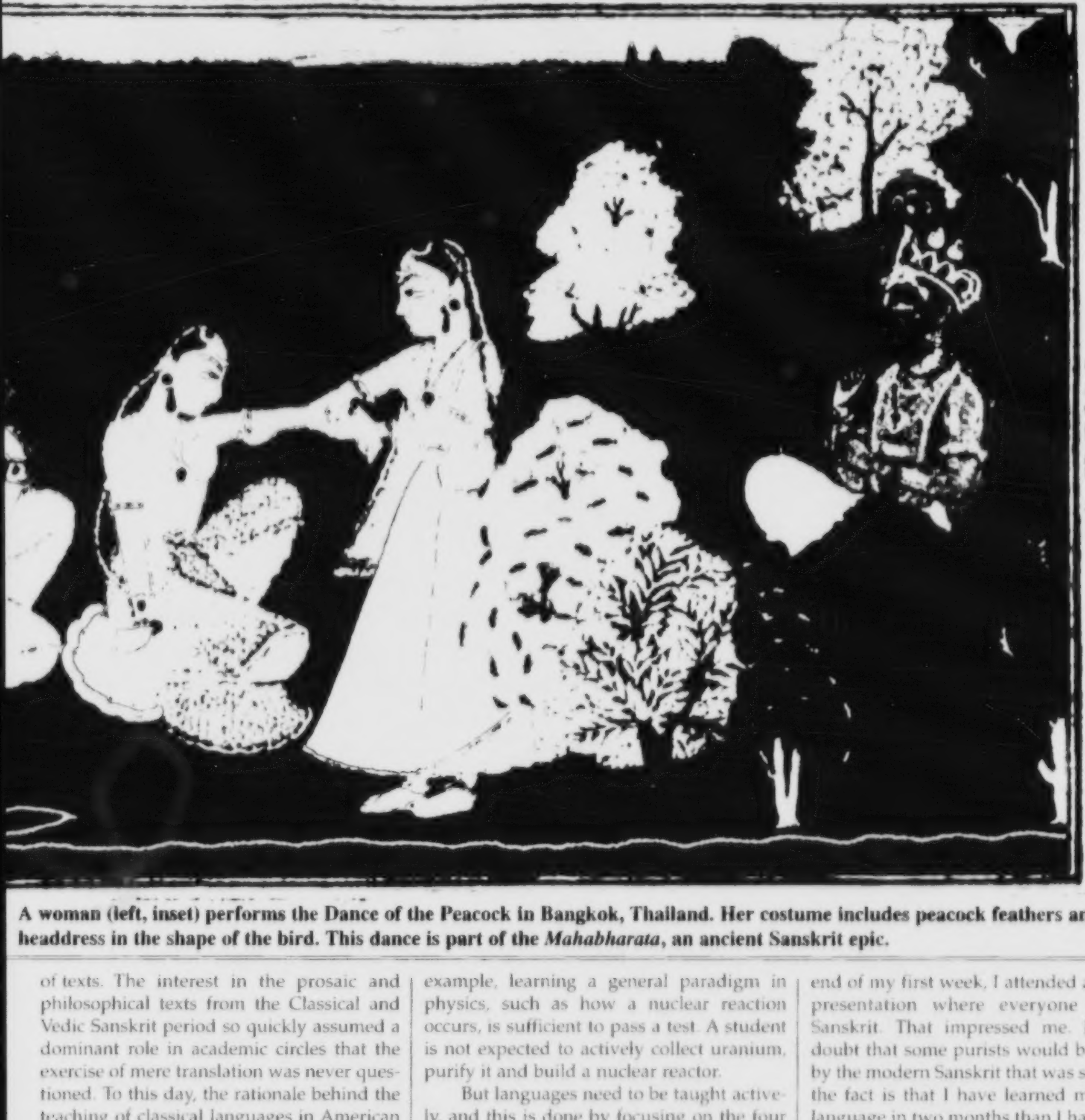
For this reason, Latin, Greek and other ancient tongues should not be approached as dead languages. There are two reasons for this:

(1) The difference between how we learn and why we learn; and, **(2)** The difference between what can be termed "passive" and "active" teaching models.

"How" and "Why" Do We Learn a Dead Language?

From the beginning, western scholarship has concentrated on the translation of Sanskrit. Many of the first non-Indian scholars of Sanskrit were Jesuit priests intent on understanding the indigenous people of India and then converting them to Catholicism. The profound beauty of Sanskrit literature, as exemplified by works such as the *Rig Veda* and the *Bhagavad Gita* encouraged westerners to translate volumes

The gopi Radha (below) being persuaded to meet Krishna, one of the three major Hindu deities. Painted by Manaku and dating from 1730, this illustration, from the long Sanskrit poem *Gita Govinda*, is currently in the National Museum of New Delhi.



A woman (left, inset) performs the Dance of the Peacock in Bangkok, Thailand. Her costume includes peacock feathers and a headdress in the shape of the bird. This dance is part of the *Mahabharata*, an ancient Sanskrit epic.

of texts. The interest in the prosaic and philosophical texts from the Classical and Vedic Sanskrit period so quickly assumed a dominant role in academic circles that the exercise of mere translation was never questioned. To this day, the rationale behind the teaching of classical languages in American and European educational institutions is to nurture budding translators. Indeed, the same is true for other dead languages such as Greek or Latin. Of course, most students of dead languages are translators. But even if the goal of learning a language is to translate in that language, learning by translation is not the way to learn that language.

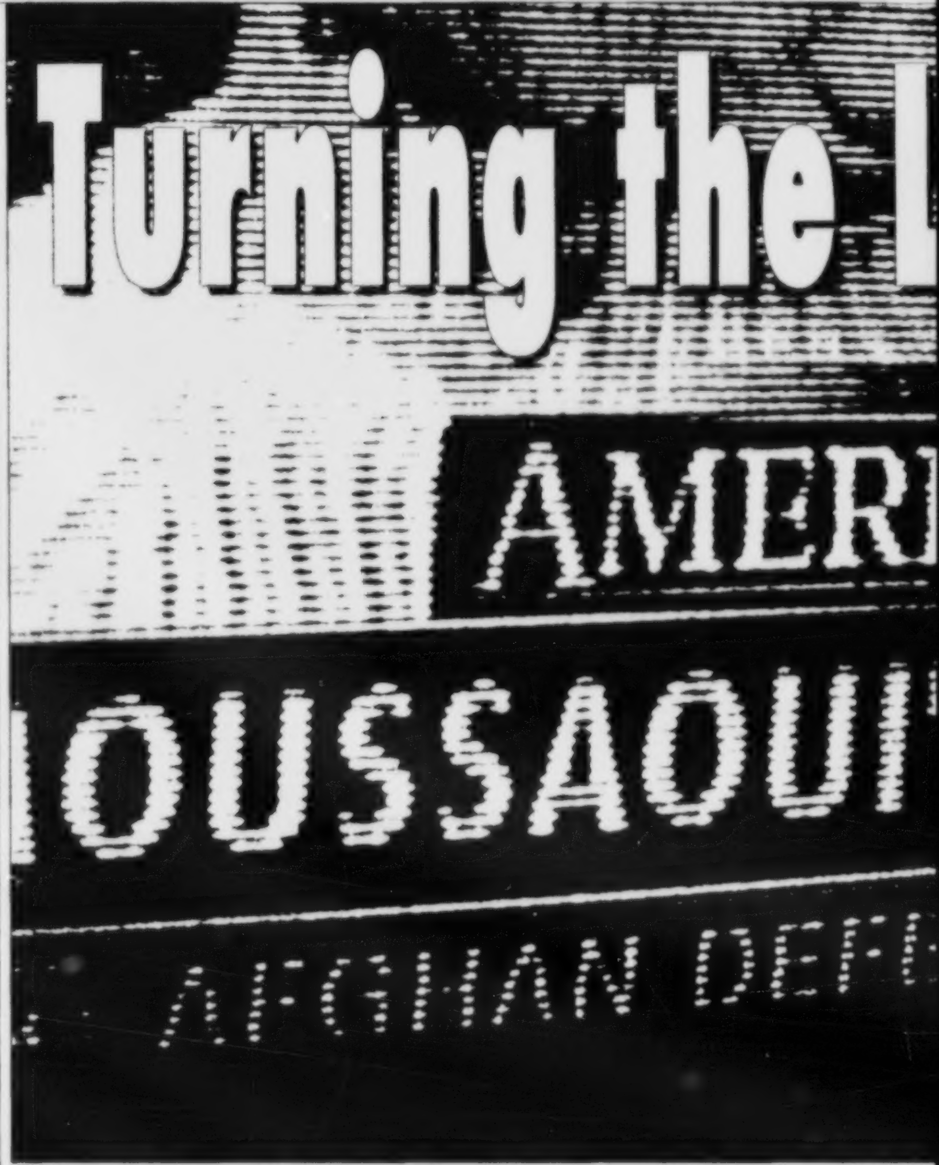
"Passive" and "Active" Teaching Models

A passive learning model is appropriate for certain kinds of pedagogical situations. For example, learning a general paradigm in physics, such as how a nuclear reaction occurs, is sufficient to pass a test. A student is not expected to actively collect uranium, purify it and build a nuclear reactor.

But languages need to be taught actively, and this is done by focusing on the four skills of reading, listening, speaking and writing. If only one of these skills is taught (for example, reading) then 75% of the language is absent. Sanskrit, for most of its existence, was primarily an oral language and not a written one. How can a student or translator be expected to understand the nuances present in verse unless they can feel the rhythm of the living language?

It was for this reason that that I enrolled in a school in New Delhi that actually teaches Sanskrit language—using Sanskrit. At the end of my first week, I attended a two-hour presentation where everyone spoke in Sanskrit. That impressed me. I have no doubt that some purists would be offended by the modern Sanskrit that was spoken, but the fact is that I have learned more of the language in two months than I have in three years! I believe that anyone who wishes to learn a dead language should treat it as if it were a living one. The speed of internalization and assimilation is much faster than through translation. When a language is spoken it comes alive, it makes sense in a way that no lifeless translation can ever hope to. ■

Mark Juszczak has taught English at the University of Warsaw and is currently working on his Master's degree in Sanskrit.



Now that the U.S. cannot afford to be complacent about second language training, **Michael Vande Berg** suggests means of realizing the potential of study abroad programs to enhance language development.

Surely we reached the nadir on September 12th—the day major news networks scrolled those bizarre appeals across the bottom of our TV screens, asking speakers of Arabic and Pashto to come forward to assist the government in its hour of need. Surely this was the moment when we as a nation finally began to understand that we could no longer avoid learning the languages of those many other peoples whose destinies were intertwined with our own.

I reacted just this way twenty-one years ago, when I first read *The Tongue-Tied American: Confronting the Foreign Language Crisis*, former Senator Paul Simon's searing critique of U.S. attitudes toward foreign language education. Simon's accounting of the political and economic costs we were suffering through our long-standing neglect of other languages and cultures appeared in the wake of that era's major foreign-policy disaster, the take-over of the U.S. Embassy in Tehran. As Simon told us, the Embassy staff would have been in a far different position—might never have been taken hostage for those 444 days—if only the members of the political section had spoken Farsi, and had thus been able to perceive how high the tide of revolution had risen in the streets and markets outside the Embassy walls.

Will we respond to our latest foreign-policy disaster, the tragic attacks of September 11th, by taking steps to close the yawning foreign language gap? Will we make the sorts of changes in foreign language education, will we design and promote the types of programs that will allow Americans to learn those many foreign languages that will serve the nation's interests, in ways that we have failed to do during the twenty-one years following the Iranian hostage crisis?

The good news is that we now know quite a lot more about foreign language acquisition. Second language research undertaken during the past two decades and more has become progressively more sophisticated. Studies have demonstrated, for example, that human beings learn languages most effectively at younger ages—findings that have led increasing numbers of schools to experiment with teaching foreign languages in early grades. We also know, through research conducted by the National Foreign Language Center at the University of Maryland and elsewhere, that somewhat older learners—high school and university students—acquire foreign languages best when they go abroad and come into meaningful contact with native speakers of those languages. We know, in other words, that if we want our young people to become truly proficient in another language, we need to send them abroad to study.

There's good news in this regard as well: far more U.S. students are enrolling in study abroad programs than ever before. More than 143,000 of them earned credit abroad during the 1999-2000 academic year—an increase of almost 70% in the participation rate during the past five years alone, and 180% during the past fifteen. While the percentage of U.S. students participating in study abroad still amounts to less than 5% of the total number enrolling in our colleges and universities, it is significant that

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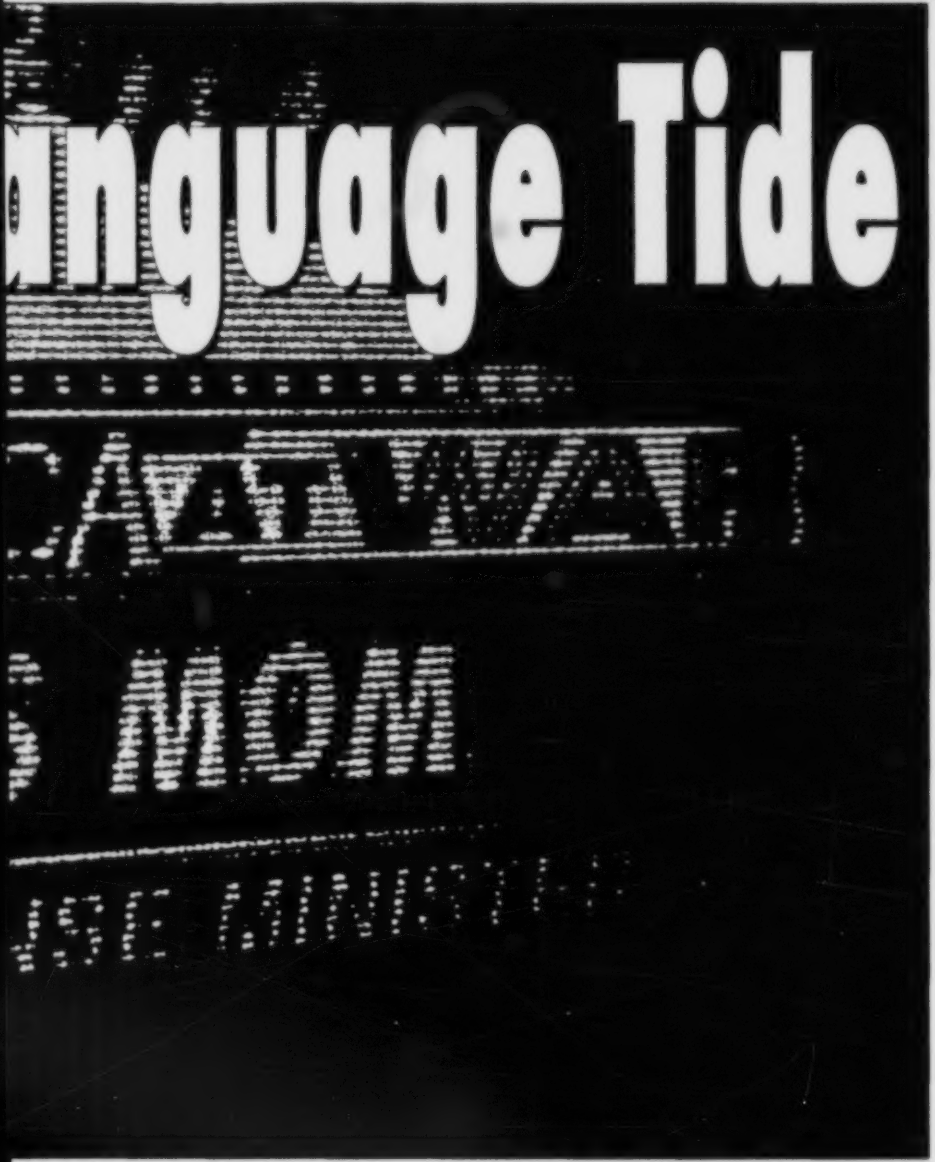

"Too few voices on our campuses are promoting study abroad as a means of developing the sorts of foreign language and intercultural skills and knowledge that will serve our students well after graduation."

so many more of them, in opting to complete a part of their studies outside the U.S., are taking advantage of an educational experience which has the potential to develop their foreign language skills and their knowledge of other peoples and cultures.

The key word here is, however, "potential." This is where the bad news comes in. For while we know that students can make impressive gains in language proficiency while they are abroad, and that more of them are enrolling in credited study abroad programs, there is unfortunately little evidence that greater numbers of our students are making impressive gains in language proficiency while they're away from home.

To unravel this paradox, we need to look more closely at some of the trends and forces that are shaping U.S. study abroad. The rapid increases in study abroad enrollments offer a good starting point. During the past fifteen years, discussions about international education have increasingly focused on annual increases in study abroad participation—and these increases have come to be regarded as worthy ends in themselves. College and university presidents, and international educators themselves, now too often measure success in international programs through that very crudest of metrics—numbers of participants—rather than through the educational gains that students make while abroad. Too few voices on our campuses are promoting study abroad as a means of developing the sorts of foreign language and intercultural skills and knowledge that will serve our students well after graduation.

The growing perception that English is the universal language is no doubt playing a significant role in undermining interest in studying foreign languages and cultures abroad as well. When a colleague at another institution recently asked his class of Political Science undergraduates how many people in the world are able to function in English, the consensus opinion was that fully 85% could speak it. (In fact, according to the British Council, 1.5 billion people, or roughly 25% of the world's population, now speak English.) This growing perception, that "everybody out there speaks English," or in its more ethnocentric form, that "everybody out there ought to speak English," is challenging the traditional view that the foreigner who wants to get along reasonably well in another culture can do so only by becoming reasonably proficient in the local language. The world-wide homogenization of consumer culture—the omnipresence of McDonald's, Burger King and other fast-food chains; U.S. popular film, television and music; the incessant blue-jeaning of fashion and the globalization of products wherever we turn—has been extraordinarily influential in convincing our students that learning another language and culture isn't necessary when so much of the world seems intent on adopting the trappings of U.S.-driven consumer culture. The U.S. media is also clearly implicated in the increasing ethnocentrism of our students, as reporting on international events continues to decline. A recent study reported that the number of international stories covered by U.S. television networks had decreased by

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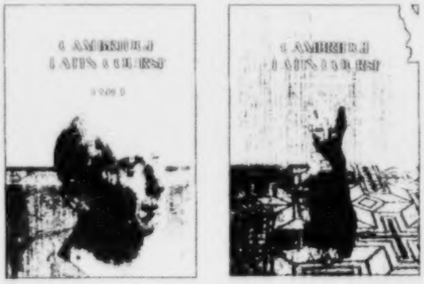

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50% between 1989 and 1995.

The way we design programs—from the location of the programs to the eligibility requirements we establish for participants to the way we deliver courses abroad—too often serves to undermine foreign language learning as well. The rapid increases in study abroad enrollments these past fifteen years have both driven and been driven by the evolution of a great variety of study abroad program models, many of them designed to meet the needs of students majoring in Business, Engineering, Science and other disciplines not traditionally associated with study abroad. Foreign language education, which has historically played little or no role in the curricula of these students, only rarely makes an appearance in programs developed abroad for them. More than one in four students going abroad—many of them from these traditionally under-represented majors—now opts for a program in the United Kingdom or another English-speaking country. Almost half of all students who go abroad participate in short-term programs offered in the summer, during January terms, and so on. Taking courses that are often taught by accompanying home-institution faculty members, these students rarely enroll in foreign language courses either prior to or during their programs abroad.

Increasing numbers of universities abroad are offering a part of their courses in English as well—not merely to attract U.S. students, but to prepare their own students to function in English, or to provide a lingua franca which allows students from a variety of countries and language backgrounds to enroll in the same course sections. Even in France, for so long the linguistic and cultural bastion that has most fiercely resisted the encroachments of Anglo-Saxon culture, some top business schools have begun offering courses in English. As anyone who has become meaningfully proficient in another language knows, language learning requires energy, discipline and time. The availability of so many English-language programs abroad offers U.S. students a less demanding, more streamlined route to studying abroad, one that effectively lures many of them away from the more difficult path to acquiring a second language.

> "The way we design programs—from the location of the programs to the eligibility requirements we establish for participants to the way we deliver courses abroad—too often serves to undermine foreign language learning as well."

The erosion of interest in study abroad education has been driven as well by a relative lack of knowledge about what sorts of characteristics at programs abroad tend to support or promote foreign language and intercultural learning. International educators do collect information about how specific study abroad programs impact the students who participate in them. However, the information that is gathered and the instruments that are used to gather such information—the questionnaires that students are typically asked to fill out after they return to their campuses—generally measure student satisfaction rather than student learning. A recent survey of leading U.S. study abroad institutions found that 95% of the question-

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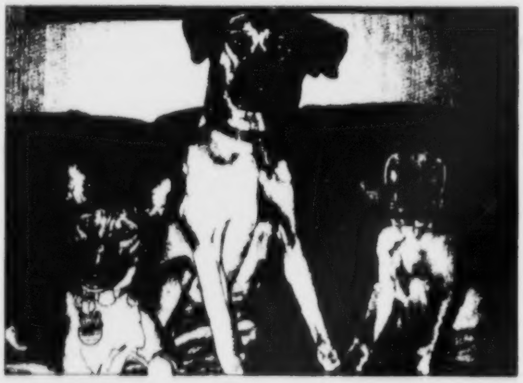
Our Basenji and Rhodesian Ridgeback think everyone should learn Afrikaans.

Our Vizsla thinks everyone should learn Hungarian.



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naires measure student satisfaction, less than a third measure gains in academic achievement, and fewer than 13% assess intercultural competence. Understanding how students respond emotionally to the various elements of a study abroad experience is important. However, measuring degrees of student satisfaction alone won't provide the information that tells us what it is, precisely, what students are learning abroad or how—under what precise circumstances—they're learning it.

Our relative lack of knowledge about student learning abroad was, ironically, not as critical two and three decades ago, when our expectations about what students learned while abroad were formed within the comfortable context of the Junior Year Abroad. We then simply took it for granted that those who went abroad, whether studying within an academic island designed for U.S. students or directly enrolling in a host university, aimed to acquire two skills: to become proficient in a foreign language and to learn about and adapt to another culture. Now, however, the Junior Year model, with its assumptions about student learning, no longer dominates: in fact, fewer than 10% of U.S. students now go abroad for a year. Most institutions now offer a dizzying array of study abroad experiences: students take courses taught in English as well as in the language of the host country; they enroll in courses specially designed for U.S. students, and in courses regularly offered at host universities; their classes are taught by faculty from their own home campuses or from host universities; they earn credits in classrooms and through service-learning and other experiential activities. The development of this veritable cornucopia of options has occurred, however, without any parallel understanding about what sorts of learning can occur within each type of program. The result: significant confusion among students, their parents, and home-campus faculty and administrators, about what sort of learning we can reasonably expect from these widely differing types of programs.

"Measuring degrees of student satisfaction alone won't provide the information that tells us what it is, precisely, what students are learning abroad or how—under what precise circumstances—they're learning it."

There are fortunately several things we can and need to do to take better advantage of the considerable potential that study abroad has for preparing more of our students to develop meaningful skills in language and culture learning:

The first one is obvious: encourage more of our students—and in the case of our foreign language majors, require them—to enroll in programs abroad that either oblige them to study the local language or to complete all of their coursework in that language while abroad. The latter will additionally oblige institutions to get more of their students to enroll in enough foreign language courses back on the home campus, in order to develop a level of language proficiency that will allow them to enroll directly in regular university courses abroad.

Second, document the student learning that is taking place in different sorts of programs abroad. Fortunately, several instruments have been developed during the past two decades that allow us to measure foreign language and culture learning abroad. Both the *Oral Proficiency Interview* (more familiarly known as the OPI) and a derivative test, the *Simulated Oral Proficiency Interview* (SOPI), are effective instruments for measuring student gains in foreign language proficiency. Those institutions which have begun administering one or the other of these tests, on a pre- and post-test basis, will soon be able to provide clear documentation of the language learning progress of their students. A few U.S. institutions have also begun to administer to their students abroad instruments which measure intercultural learning—the development of skills that allow individuals to interact effectively with members of other cultures whose beliefs and values are different from their own. The best known of these, the *Intercultural Development Inventory* (IDI), allows us to assess and document this dimension of learning abroad, one that is connected in obvious ways with the successful learning of a local language.

These studies also need to focus on the role that various program characteristics play in language acquisition. These include the duration of the study abroad program, the language of instruction of non-foreign language courses taken abroad, whether home- or host-institution faculty teach courses on site, the types of housing arranged, and the degree of contact with host country nationals. Research will in all likelihood demonstrate that program design adjustments in each of these characteristics significantly affects language learning abroad. The decisions that we make, in designing study abroad programs, about something as seemingly inconsequential as the types of housing we made available to students will turn out to be anything but innocuous: whether students live with a host family, with host-country roommates in a university dormitory or in an apartment with other U.S. students determines in important ways what they learn abroad and even after they return to the U.S.

Third, in advising students about their options abroad, we need to encourage them to focus on study abroad as an opportunity to develop the sorts of skills, knowledge and awareness that will benefit them in virtually any career they pursue after graduation. Those of us who send students abroad carry with us a set of beliefs about which conditions abroad favor learning, beliefs we've arrived at through our experience working with students before their departure and after their return to campus. In time, we'll benefit from the results of ongoing research that will document many of these beliefs. For now, we can rely on our experience and help direct students in the direction of programs whose design characteristics favor language learning: programs that feature courses taught in the target language, that last at least a semester, that provide opportunities to form relationships with host-country students, and that house students with families or with host-country students in university dormitories.

Study abroad and foreign language education received an important boost a year and a half ago, when the federal government issued its first-ever International Education Policy. It calls for colleges and universities "to improve access to high-quality international educational experiences by increasing the number and diversity of students who study and intern abroad..." The continuing research into which specific practices work best for supporting foreign language learning abroad will soon allow us to define "high-quality" in more precise ways, and to take important steps toward helping U.S. study abroad live up to its potential as our best educational opportunity for narrowing the foreign language gap. ■

Michael Vande Berg is director of International Programs at Georgetown University. A former member of the National Nominating Panel of the National Security Education Program, he now chairs NAFSA's Whole World Committee and serves as a Board member of the Forum for Education Abroad.

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Hebrew	622	629	634	636	623	628

* Taken from Tables 7-3 & 7-4 in College-Bound Seniors—A Profile of SAT Program Test Takers.

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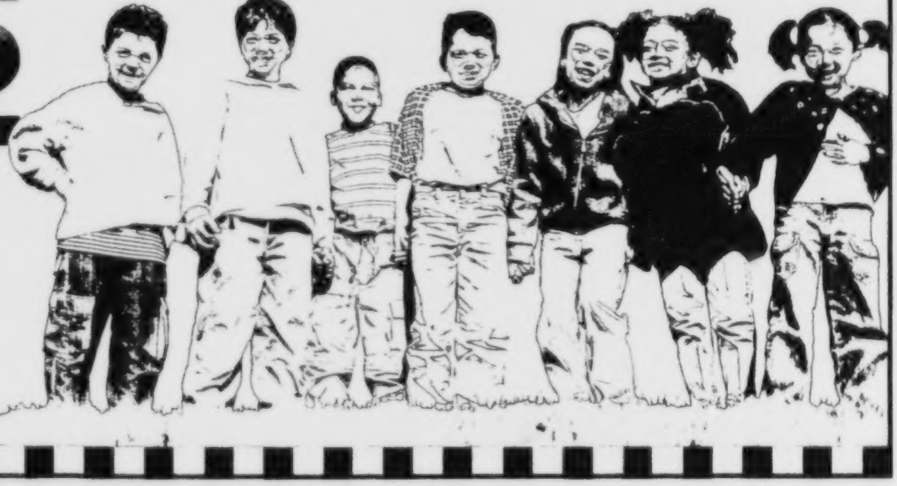

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Make 2002 A Happy "Study" New Year

New Year's resolutions were made to be broken but for many teachers, the self-promise of ongoing professional development is more a way of life than a whim. Why not take some time this summer to experience a stimulating workshop or institute designed to enhance your teaching capabilities? Here are some courses for readers who want to train to be the best that they can be when fall comes around once again.

AMERICAN UNIVERSITY
WASHINGTON, DC

The American University in Washington is offering its TESOL Summer Institute Workshop with the theme "Designing EFL Teacher Training Courses."

This course provides participants with the tools needed to design teacher training programs for EFL teachers in other countries. The focus will be on short term (one day workshops to three month intensive programs) pre-service and in-service training. Trainee needs analysis will be emphasized with a particular focus on the needs of Non-Native English Speaking Teachers (NNESTs).

The workshop has both one and three credit options available. Both options meet July 12-14 with supplemental debriefing and presentation sessions for the three-credit option on July 26 and July 28.

Fees: One credit tuition Graduate $793, Undergraduate $737 + $100 materials fee.

Contact: Brock Brady, Summer TESOL Institute Director, Department of Language and Foreign Studies, American University, Washington, DC 20016-8045. Tel: (202) 885-1446. Fax: (202) 885-1356. E-mail: bbrady@american.edu

The University of Surrey will be offering its summer course in "Teaching Methodology for Language Teachers" from July 1-26. This four-week course is designed for teachers, course developers, syllabus designers, teaching materials writers and others with an interest in language teaching. It is also suitable for postgraduate students on the MA/MSC distance learning programs in Linguistics (TESOL) and English Language Teaching Management. The course explores the relationship between theory and practice in language teaching methodology. It outlines the main principles of classroom-based research and offers opportunities for action research design.

Fees: The course fee is GBP420 ($600). Accommodation is (at an additional charge) available on campus.

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Contact: Mari Huhtala, Postgraduate Secretary, The English Language Institute, University of Surrey, Guildford, Surrey GU2 7XH, United Kingdom. E-mail: m.huhtala@surrey.ac.uk

If you're a teacher or student of ESL/EFL, why not spend two weeks in England this summer studying English phonetics at **University College London**?

You could brush up your knowledge of the theoretical side of phonetics and bring yourself up-to-date on new developments; or you may want the opportunity to do some ear-training and listening practice under the guidance of specialist tutors; or you may just want to improve your own English pronunciation. Some people think of phonetics as difficult and dry... but at UCL, they are enthusiastic about the study of pronunciation and how to teach it. Particular attention is paid to the difficulties of English pronunciation for learners of English as a second language.

Fees: TBA. **Contact:** Summer Course in English Phonetics, Department of Phonetics and Linguistics, University College London, Gower Street, London WC1E 6BT, UK. Tel: +44 20 7679 7317 E-mail: scep@phon.ucl.ac.uk

The Summer ESL Workshop at the **University of California, Berkeley**, is a course intended for ESL teachers to improve their teaching skills through simulations, observations, and teaching tasks. This course is suitable for native and non-native speakers of English. Students must have upper-division (junior or senior) or graduate standing. Course dates are July 8 - August 16.

Fees: $320 for three units. The registration fee depends on a student's location: registering from within the US is $350, from outside the US $650. **Contact:** Maggie Sokolik, Ph.D., College Writing Programs, UC Berkeley, 216 Dwinelle Annex #2500, Berkeley, CA 94720-2500. Phone: (510) 642-5975. Fax: (510) 642-6963.

The Summer Diploma Program at **Saint Michael's School of International Studies**, Vermont, is an intensive, six-week professional training program designed for teachers and prospective teachers of English as a Second/Foreign Language (TESL/TEFL). It covers all essential aspects of English language teaching from a practical classroom perspective. It also offers concrete experience with methods and techniques that reflect the current principles of Communicative Language Teaching and Learning. The program starts in the third week of June.

Fees: Tuition (average) for full-time students is $2300. Financial aid, if applied for in advance, is available for a limited number. **Contact:** Erin Stehmeyer, School of International Studies, Saint Michael's College, One Winooski Park, Colchester, VT 05439. Tel: (802) 654-2300. Fax: (802) 654-2595. E-mail: stehmeyer@smcvt.edu

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Atlantic Academy, University of Central Florida, Orlando, Florida, June 21-23.

Southwest Academy, University of Colorado at Denver, Denver, Colorado, July 12-14.

Contact: TESOL Education Programs, 700 South Washington Street, Suite 200 Alexandria, VA 22314. Email: academy@tesol.org

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From July 1-26, **The Pennsylvania State University** hosts the Summer Institute in Applied Linguistics. Available in 2- or 4-week programs, the Institute is designed primarily for anyone interested in applied linguistics, especially as it relates to the learning and teaching of a second language. The modules are likely to be of particular interest to graduate students, language teaching professionals, and in-service teachers. World-renowned language experts presenting at the Institute include Chris Candlin, Rod Ellis, Claire Kramsch, Michael McCarthy and Elana Shohamy.

Fees: For Credit: $1600; Noncredit: $1000.

Contact: James P. Lantolf, Director, Center for Language Acquisition, The Pennsylvania State University, 304 Sparks Building, University Park, PA16802. Phone: (814) 863-7038. E-mail: jpl7@psu.edu

The Summer Institute of Linguistics (SIL) at **North Dakota University** will help you move beyond usual limitations and make steady progress towards bilingualism. The North Dakota SIL session has been operating continuously since 1952. This is a classic SIL, known both for its tradition and its bold innovation. Most students and faculty choose to live together in a dorm situation, which provides much informal interaction between students and experienced linguists with rich overseas experience. Opportunities are given for recreational and spiritual interaction as well.

Fees: $1500 for 10 hours of college credit, plus room and board for nine weeks (June 10-Aug. 9, 2002). **Contact:** Dr. Mark Karan, Director, SIL-UND, 124 Cedar Lane, Laurel Springs, NJ 08021. Phone: (800) 292-1621. Email: NDSIL@sil.org

The **Oregon Summer Institute of Linguistics** (ORSIL) is an independent institute affiliated with SIL International and Northwest Christian College (NCC), a liberal arts college in Eugene, Oregon. The academic program of ORSIL 2002 (June 23-August 16) consists of a cluster of courses designed for individuals who are considering careers in cross-cultural language work. Entrance requirements are 2.8 GPA for undergraduates and 3.0 for graduates taking the courses for credit.

Fees: Total estimated 2002 tuition, fees, room and board is $2065 depending on courses and credits. **Contact:** Frank Mecklenburg, Oregon SIL Administration, PO Box 2481, Redmond OR 97760. Phone: (888) 261-2235. Fax: (503) 652-1541. E-mail: frank_mecklenburg@wycliffe.org

Second Language Teachers are invited to attend the sixth annual series of summer institutes offered by the Center for Advanced Research on Language Acquisition (CARLA) at the **University of Minnesota**. Linking research and theory with practical applications for the classroom, these interactive workshops include discussion, theory building, hands-on activities, and networking with colleagues.

Participants at the CARLA summer institutes have included ESL and foreign language teachers at all levels of instruction, program administrators, and curriculum specialists. The 2002 CARLA Summer Institute Schedule:

July 29—August 2: Material Development for Less Commonly Taught Languages; Proficiency Oriented Language Instruction & Assessment (POLIA); Focusing on Learner Language: Basics of Second Language Acquisition for Teachers.

August 5-9: Meeting the Challenges of Immersion Education: Focus on Reading; Developing Assessments for the Second Language Classroom; Improving Language Learning: Styles- and Strategies-Based Instruction (SSBI).

August 12-16: Immersion 101: An Introduction to Immersion Teaching; Culture as the Core in the Second Language Classrooms; Using Technology in the Second Language Classroom. **Fees:** TBA

Contact: Rick Benson, CARLA, 619 Heller Hall, 271 19th Avenue South, Minneapolis, MN 55455. Phone: (612) 625-5726. ■

Straight Talking from the HEARTLAND

Matthew J. Gordon investigates the myth that Midwesterners are missing out on an accent.

Regional stereotypes abound in the U.S. Most Americans can readily imitate Southerners (*y'all*), New Yorkers (*fuhgeddaboudit*), and Californians (*yo dude*) although these caricatures are usually as inaccurate as they are unflattering.

But if you ask someone to imitate the speech of Midwesterners, you will probably be greeted with silence—even Midwesterners think they speak without an accent.

As a native of eastern Nebraska, I grew up believing that the way I spoke was the norm, not just in my region but for the entire country. Where I lived, teachers did not correct students' everyday pronunciation, and speech therapists did not offer accent-reduction lessons. We may have wrestled at times with a cultural inferiority complex, viewing New Yorkers as more sophisticated or exciting, but we did not covet their accents.

The Cot/Caught Merger

My linguistic illusions were shattered in college. In an introductory phonetics class I discovered that certain words that I had always pronounced the same way were supposed to be distinct. The words included pairs such as *cot* and *caught* and *Don* and *dawn*. The vowel sound in the first of these pairs was said to be produced with the tongue low and back in the mouth and with the lips spread open, while the vowel of the second members of each pair was said to involve a slightly higher tongue position and a rounding of the lips. For me, all these words had the same vowel, a sound close to that of the former description (i.e., low, back and unrounded). Imagine my Midwestern embarrassment in learning that I was "missing" a vowel!

My vowel system illustrates a phenomenon known as the 'low back vowel merger' or simply as the 'cot/caught merger.' A merger is a kind of sound change that involves a loss of phonological contrast as two formerly distinct sounds are merged into a single sound. Mergers have been a fairly common occurrence throughout the history of English, as in other languages. For example, words like *meet* and *meat* used to be pronounced with distinct vowels (meet sounded like mate and meat something like met) though today these items have the same sound in most dialects of English. The cot/caught merger is a fairly recent development in the Midwest. Dialectologists have for some time known it as a feature of western Pennsylvania (especially Pittsburgh) and of eastern New England, though it has a slightly different form there. It is very widespread across Canada and is also heard throughout the western U.S. The latter seems to be the source of its introduction into the Midwest as

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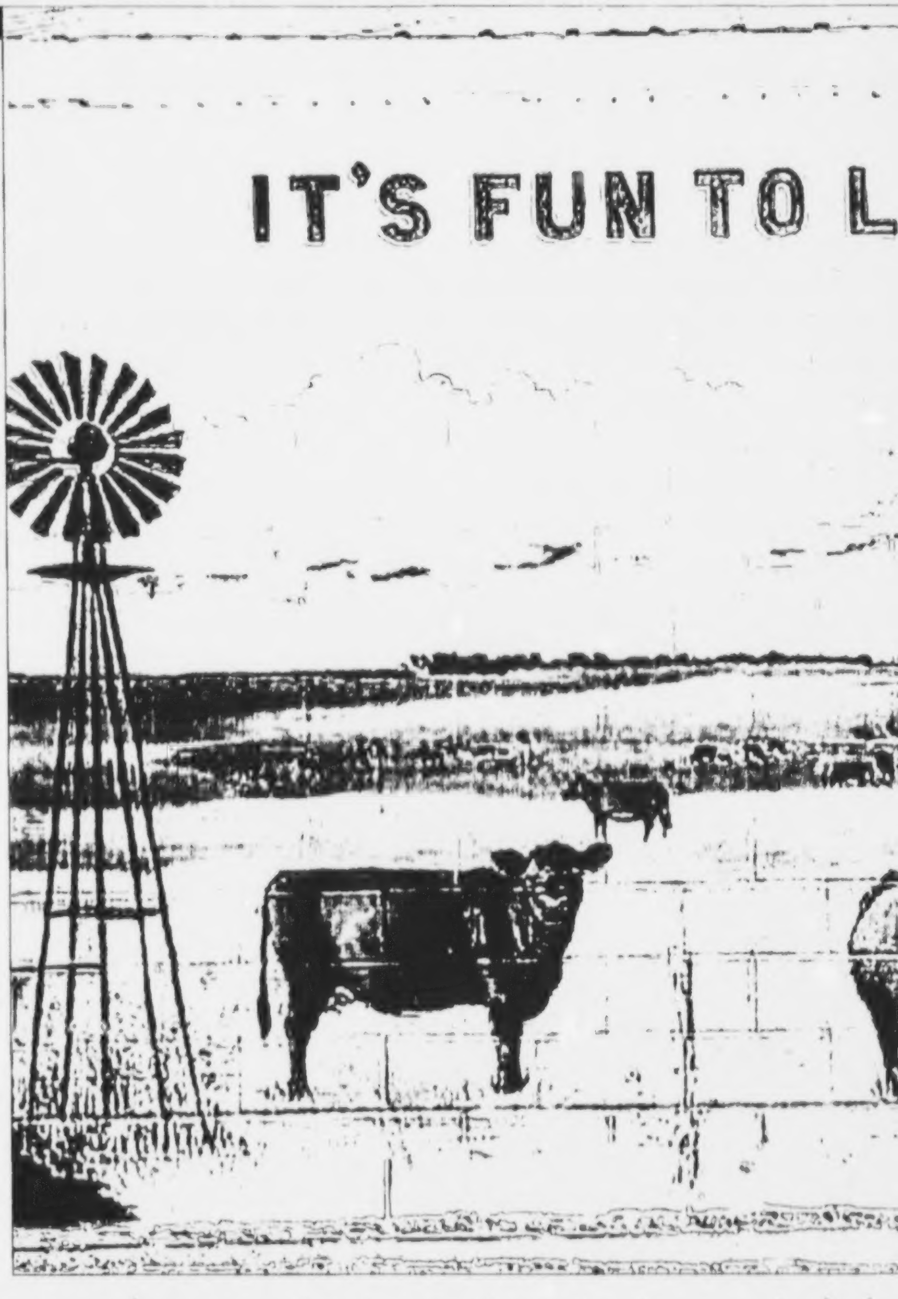

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it appears to be spreading eastward. A recent survey directed by William Labov of the University of Pennsylvania has shown that the merger can be found today among younger generations (roughly people under 40) in Kansas, Nebraska, and the Dakotas. It is also heard across much of Minnesota, Iowa, and Missouri. Similarly, the merger affects central portions of Illinois, Indiana, and Ohio, though its appearance in these areas may represent a westward expansion of the change from Pennsylvania.

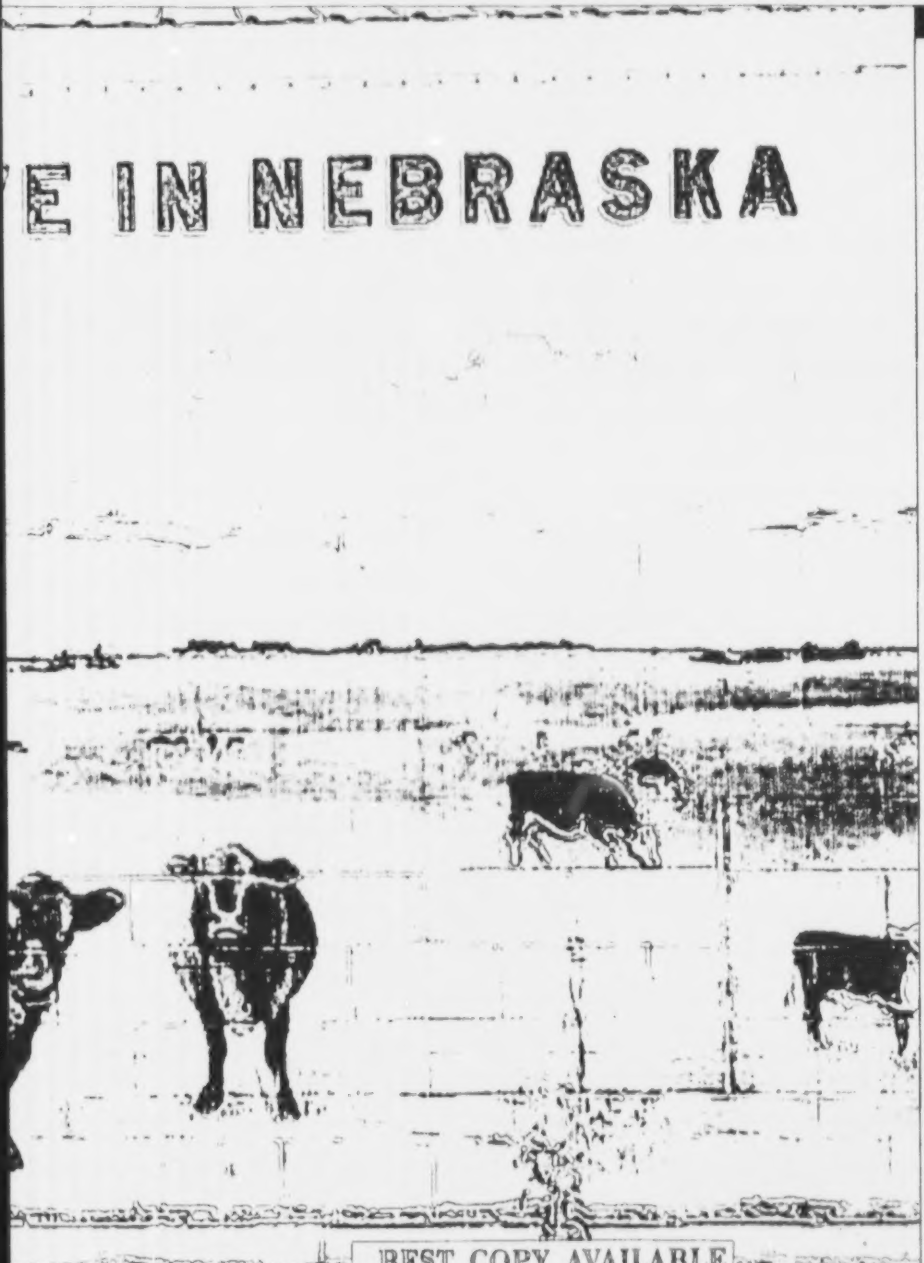
Many language changes attract negative attention particularly when they are associated with young people. It is not uncommon, for example, to hear criticisms of the use of 'like' as a discourse marker, a feature common among younger speakers (e.g., "He like just came out of like the store."). The cot/caught merger, however, seems not to attract any such stigmatization. In fact, people are largely unaware of it. Nevertheless, it does occasionally lead to misunderstandings. One time, I confused a native of Michigan, where the merger does not occur, by directing him to the "copy room" which he heard as "coffee room." A fellow Nebraskan reports a similar experience in which she was speaking to her grandmother about a friend named Dawn. Apparently interpreting "Dawn" as "Don," the grandmother wanted to know why Dawn's parents had given her a boy's name.

The Northern Cities Shift

In other parts of the "accentless" Midwest another distinctive pronunciation pattern can be heard. This pattern also affects vowel sounds, but unlike the cot/caught merger, it does not involve the loss of any distinctions. Instead the affected vowels come to be pronounced with the tongue positioned in a slightly different place in the mouth. As a result, the vowels appear to be shifting around in articulatory space. Since this pattern occurs principally in the large urban centers of the traditional Northern dialect region, it is known as the "Northern Cities Shift" (NCS).

"Many language changes attract negative attention particularly when they are associated with young people. It is not uncommon, for example, to hear criticisms of the use of 'like' as a discourse marker, a feature common among younger speakers"

The NCS involves changes to the six vowels illustrated by the words *caught*, *cot*, *cat*, *bit*, *bet*, and *but*. For people affected by the NCS, the vowel in *caught* comes to be articulated with a more fronted tongue position and with the lips spread. In this way, *caught* takes on a vowel similar to that of *cot* as spoken in other parts of the country. However, these two vowels do not merge into one, as they do with the cot/caught merger. The distinction is preserved because the vowel of *cot* also shifts, coming forward in the mouth toward the area in which other speakers pronounce the vowel of *cat*. The *cat* vowel, in turn, shifts upward from its traditional position in the low, front area of the mouth by raising the tongue. It comes to have a position more like that of *bet* or even *bit*. Often it takes on a diphthongal quality, one that combines two vowel sounds and resembles the second syllable of the word *idea*. For NCS speakers, the vowel of *bit* shifts away from its high, front position



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toward the center of the mouth, taking on a quality much like that of the second syllable of *roses*. A similar tendency is heard with the vowel of *bet* which can sound more like *but*.

The *bet* vowel also sometimes reveals a slightly different tendency toward lowering so that *bet* comes to sound more like *bat*. Finally, there is the vowel of *but* which is traditionally produced with a central tongue position. In the NCS this vowel is shifted backward and may acquire some lip rounding making but sound like *bought*.

The Northern Cities Shift is heard across a broad swath of the Northern U.S. from Upstate New York throughout the Great Lakes region and westward into at least Minnesota. As its name suggests, it is most strongly rooted in large cities including Buffalo, Cleveland, Detroit, and Chicago, but it is spreading beyond the urban centers into more rural areas.

For linguists, the NCS represents a significant development. Part of its significance stems from the sounds that are affected. Throughout the history of English, the class of short vowels including those of *bit*, *bet*, and *bat* has remained relatively stable sounding much as they did over a millennium ago. The NCS appears to challenge this long-standing stability. Even more intriguing is the pattern created by the changing vowels. As the earlier description suggested, the NCS consists of a series of changes by which one vowel shifts into the space of a neighboring vowel. The contrast between the vowels is maintained, however, because that neighboring vowel also shifts. For example, *caught* shifts toward *cot*, but *cot* shifts toward *cat*, and *cat* shifts toward kit or "*keeyat*". In this way, the various components of the NCS appear to be coordinated rather than accidental.

Such coordinated patterns of sound change are known as 'chain shifts' because the individual elements appear to be linked together. While not as common an occurrence as merger, chain shifts have been documented in a number of languages. In the history of English the changes that occurred between roughly the 15th and 18th century (known as the Great Vowel Shift) are often cited as an example of chain shifting. This historical change rearranged the system of long vowels causing, for example, low vowels to raise to mid positions and mid vowels to raise to high positions.

> "Throughout the history of English, the class of short vowels including those of bit, bet, and bat has remained relatively stable sounding much as they did over a millennium ago."

While people who have NCS in their own speech are generally unaware of it, the shifted pronunciations are noticeable to people from other parts of the country, and occasionally misunderstandings arise as a result of these shifts. For example, John Lawler of the University of Michigan reports that he is sometimes asked why his son, Ian, has a girl's name. Apparently, Michiganders hear the name as "Ann" which, following the NCS, they pronounce as "eeyan".

The fact that the NCS is well established in Michigan is particularly interesting in light of the dominant beliefs about local speech. As research by Dennis Preston has shown, Michiganders believe they are "blessed" with a high degree of linguistic security; when surveyed, they rate their own

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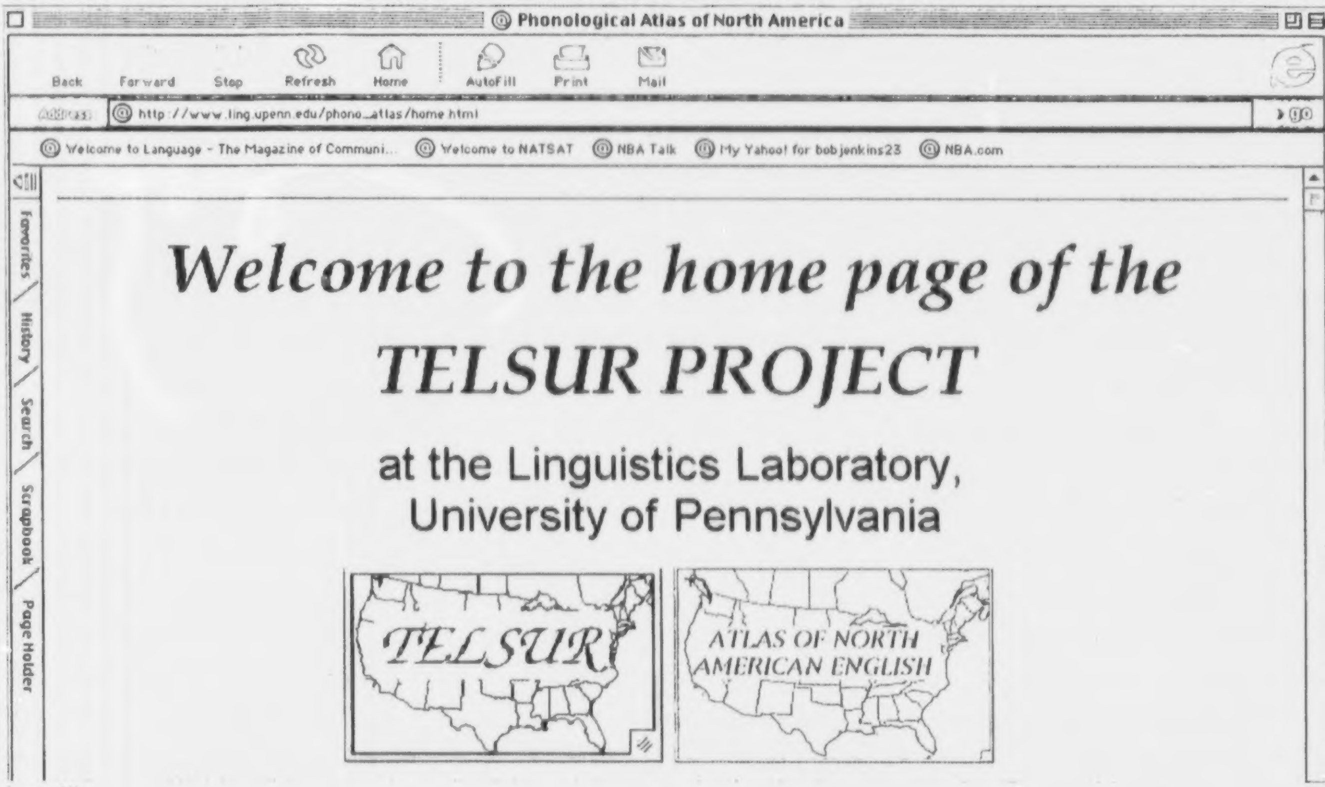

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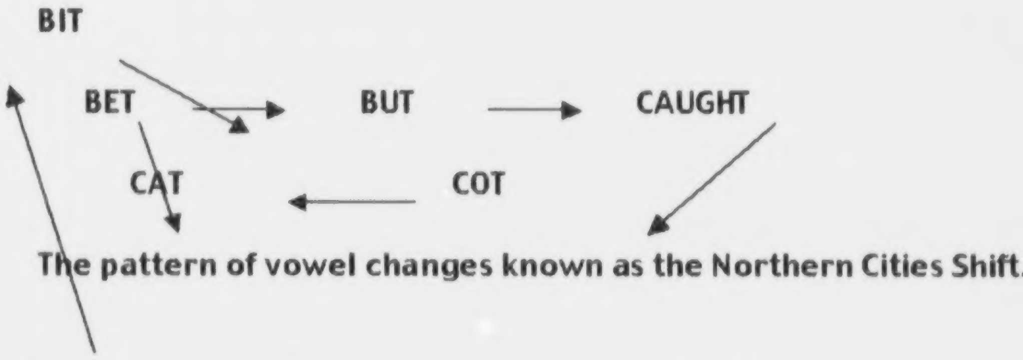
Welcome to the home page of the

TELSUR PROJECT

at the Linguistics Laboratory,
University of Pennsylvania

from p.37

speech as more correct and more pleasant than that of even their fellow Mid-westerners. By contrast Indianans tend to rate the speech of their state on par with that Illinois, Ohio, and Michigan. Indeed, it is not uncommon to find Michiganders who will claim that the speech of national broadcasters is modeled on their dialect. Even a cursory comparison of the speech of the network news anchors with that of the local news anchors in Detroit will reveal the fallacy of such claims.



The pattern of vowel changes known as the Northern Cities Shift.

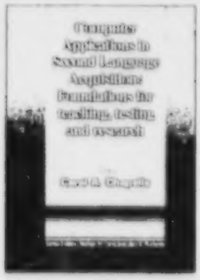
Nevertheless, the Michiganders' faith that they speak an accentless variety is just an extreme version of the general stereotype of Midwestern English. The examples of the cot/caught merger and the Northern Cities Shift serve to contradict the perception that Midwestern speech lacks any distinguishing characteristics. However, both of these developments have been in operation for several decades at least. Why haven't they entered into popular perceptions about Midwestern speech? Perhaps they will come to be recognized as features of the dialect in the same way that dropping of /r/ serves to mark Boston speech or ungliding of long *i* ('hahd' for hide) marks Southern speech. But, considering the general stereotypes of the Midwest, it seems more likely that they might never be recognized. One thing about linguistic stereotypes is certain: they have less to do with the actual speech of a region than with popular perceptions of the region's people. As long as Midwesterners are viewed as average, boring or otherwise nondescript, their speech will be seen through the same prism. ■

Resources:

Information about the cot/caught merger, the Northern Cities Shift, and other active sound changes in American English is available from the website of the TELSUR project (http://www.ling.upenn.edu/phono_atlas/home.html). The project is directed by William Labov and presents the results of telephone survey of speech patterns acro North America. Labov treats these featur as well as historical changes such as th Great Vowel Shift in his *Principles* *Linguistic Change* (1994, Blackwe Publishers). For a study of the Norther Cities Shift in rural Michigan, see Gordon *Small-Town Values, Big-City Vowels* (200 Duke Univ. Press). Dennis Preston's researc on popular attitudes toward America dialects is reported in his contribution *Language Myths* (Laurie Bauer and Pet Trudgill, editors, 1998, Penguin).

Matthew J. Gordon is Assistant Professor of Linguistics in t Department of English at the University of Missouri Columbia

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT CALL



Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research
Carol A. Chapelle
Cambridge, United Kingdom: Cambridge University Press, 2001. 175 pages. Hardback, $59.95, ISBN: 0-521-62637-4. Paperback, $21.95, ISBN: 0-521-62646-3.

Computer Applications in Second Language Acquisition is a scholarly, well-organized summation of history, research, and current theories in the field of language learning. Published in 2001, it is the latest addition to the Cambridge Applied Linguistics Series, produced by Cambridge University Press.

Author Carol A. Chapelle, of Iowa State University, has clearly done her research; the bibliography alone is nearly thirty pages long. The 175-page book is divided into six chapters. Chapelle begins with a historical overview of computer applications in second language acquisition (CASLA) and concludes with a look at the future of language learning.

The meat of the book is an in-depth discussion of three specific areas: computer-assisted language learning (CALL), computer-assisted language testing (CALT), and computer-assisted second language research (CASLR). Chapelle devotes one chapter to each of these topics, and covers them in minute detail. Of particular interest in Chapter 3 is a section that vividly describes such CALL activities as computer assisted classroom discussion, microworld, text analysis, storyboard, and concordancing. The material in Chapter 4 on computer-adaptive tests (for reading, listening, and writing) is worth highlighting as well.

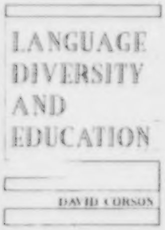
Computer Applications in Second Language Acquisition is not intended as a practical manual for classroom teachers. The results of two readability tests illustrate this point. The Flesch Reading Ease score for this book is an unusually low 18.8 out of 100. On that test, a lower number indicates increased reading difficulty. Most text samples score between 60 and 70 on this scale (by comparison, this review scores a 30.7). It is best absorbed by someone thoroughly familiar with the subject matter, which lends itself to the repeated use of many cumbersome acronyms (CACD, CMC, CALICO, LAN, SLA, etc.) and large amounts of specialized vocabulary.

The less scientific SMOG Readability Formula rates this book at the eighteenth grade level (in other words, accessible to college graduates and beyond). Although teachers are college graduates, it is widely accepted that most adults prefer to read text written between sixth and tenth grade reading level. Even assuming that teachers prefer a more sophisticated text, the contents of this book are clearly not geared for the average elementary or secondary teacher. There are no practical suggestions or teaching ideas included.

The issues of readability and usefulness to the teacher should not be viewed as shortcomings for this book, as it is obvious that the book was never intended for the elementary or secondary teacher. These topics are only addressed here in order to clearly establish Chapelle's target audience (those studying and teaching at the university level and beyond). *Computer Applications in Second Language Acquisition* is an amazingly thorough research aid for those pursuing higher degrees in related fields, and it is a great addition to any language professor's resource collection. ■

Carrie Rodell is a former English, French, and Spanish teacher who has taught English and foreign languages to students from Kindergarten through twelfth grade. She is currently pursuing her Master's degree in Educational Technology.

TEACHING IN THE MIX



LANGUAGE DIVERSITY AND EDUCATION

DAVID CORSON

Language Diversity and Education
David Corson
Mahwah: Lawrence Erlbaum Associates. 2001: 253 pages.

Language Diversity and Education is a book designed for graduate students of applied linguistics, sociolinguistics, education, and other related disciplines of study. Corson's jargon-free writing style makes the book's complex ideas easily understandable for graduate students in the education and language disciplines. When the use of theoretical terminology is necessary the author offers clear and concise definitions and examples in every case.

The first two chapters provide a background to the various past and present theories that lay the foundation for the book's four central chapters which offer a new postmodernist perspective to understanding the major areas of language diversity and how they affect the practice of education. The last chapter discusses changes in research that have affected language diversity and education and then offers four examples of methods at work: one related to each of the book's four key chapters.

This book is unique in that each of the four central chapters relate to some area of language diversity, yet each one contains features that make it a helpful resource and supplemental tool in and of itself. Chapter Three, "Different Cultural Discourse Norms," discusses mismatches that are bound to occur when students from different cultures, with different values and norms, enter into the same classroom. Corson offers suggestions and activities that would benefit any teacher in the culturally diverse classroom. Chapter Four, "Non-Standard Varieties," examines the roots of prejudices surrounding non-standard varieties, and shows that they have their own norms and rules of use that should be valued as part of the variety children bring to the classroom. The author offers suggestions for professional development because "...it does little to reform activities and curriculum without changing, first, the attitudes of teachers to non-standard varieties" (82). He cites several examples of recent research on non-standard varieties, and then offers suggestions for curriculum that considers the lives and identities of all students, standard and non-standard varieties alike. Chapter 5, "Bilingual and English as a Second Language Education," reviews positive bilingual programs, the devastating effects of the Unz initiative in California, the education of recent immigrant students, and linguistic minorities who are not recent immigrants (Generation 1.5 students).

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TEACHING IN THE MIX

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Corson offers suggestions for changing current ineffective practices, in addition to offering strong evidence that quality bilingual programs which allow students to use their native language actually facilitates cognitive and academic growth. Chapter 5 is also a vital supplement for teachers of Deaf students. It highlights the benefits of signing over mainstreaming, considers important elements of school and classroom practices for Deaf signing students, and outlines what the core curricula should stress. Chapter 6, "Gender and Discourse Norms," looks at gendered discourse norms and practices among male and female adults and children, and how many of these are reinforced by schools. It offers a plethora of suggestions that can be implemented to reduce gendered discourses in the schools, which is so important because "of the dominant place [education] has in the secondary socialization of children."

This book is not all-encompassing; many of the ideas offered for policy and practice represent ideals that are far from being realized. However, as each one is measured, tested, and implemented in real-world contexts, obstacles are removed and doors are opened for exciting and innovating learning opportunities. ■

Laura Vasquez is a Teaching Associate in the ESL Program at Cal. State Polytechnic University, Pomona, California.

TEACHER IN THE MIDDLE

River Town: Two Years on the Yangtze
Peter Hessler
New York: Harper Collins, 2001
402 pp. - ISBN 0-06-019544-4 $26.00

LIVING IN RURAL China as a Peace Corps volunteer in 1996, Peter Hessler is at times "an observer, while at other moments...very much involved in local life...[a] combination of distance and intimacy" (author's note). This duality is not as apparent at the very beginning of the book, when his minimal Mandarin and limited knowledge of the culture make him very much one of the '*waigouren*', a foreign teacher whose classroom at times fills with silence while the students look down at the tops of their desks. "That was always what happened when you broke a taboo -- circles of black hair as the students dropped their heads" (167).

Gradually, as he develops his ability to speak Chinese, his second life and self—"Ho Wei," the Chinese name he has been given—emerge. He begins to talk of people who know him "in Chinese." He sees his Ho Wei identity as very different from his English-speaking identity. Ho Wei is insecure and bumbling, a man who listens much more than he speaks. Peter even studies Chinese in one room at one desk, and shifts his identity when he writes his journal in English at a separate desk in another part of his apartment.

Somewhere in the middle, though, is the teacher. While he observes his students, collects their writing and insights with interest and caring, and creates a world of English literature for them, he also comes to realize that these same students don't feel comfortable discussing sensitive topics in English. He hypothesizes that, although their English is better than his Mandarin, English is a language that is integrally tied into the school system, and carries with it connotations of expected behavior on the part of the authorities. Thus, for them, while English would have kept discussion of sensitive topics much more private, they still prefer to discuss these topics in Chinese. So this man somehow in the middle, the American teacher in a Sichuan landscape, shifts into Chinese at the local student hangout with students who no longer feel the need to bow their heads during uncomfortable moments in class. *River Town* is an honest book that includes both the insightful and the embarrassing sides of the evolution of a human being finding his way through a new language and a new culture. ■

Karen Stanley teaches ESL in Charlotte, North Carolina

A QUIET REVOLUTION

Teacher Education
Edited by Karen E. Johnson. Jill Burton (Series Ed.)
Case Studies in TESOL Practice Series.
Teachers of English to Speakers of Other Languages, Inc. (2000), Alexandria, VA. 215 pages. paperback

FROM THE U.S. to the United Arab Emirates, Karen Johnson, associate professor of speech communication at Pennsylvania State University, has assembled a group of worldwide educators to share their insights and experiences as instructors of TESOL teacher learners.

Teacher Education offers 12 case studies detailing challenges and issues of importance facing teachers of TESOL teacher learners. Johnson asserts in her opening, "There is a quiet revolution going on in TESOL teacher education" (p. 1). She contends that teachers are changing the face of TESOL education by understanding how outside influences (the social, cultural, political, and institutional) as well as internal influences (values, experiences, and prior knowledge) affect how they teach; she calls this reflective teaching. Johnson also argues that teacher education is not the sole responsibility of the instructor, but ultimately depends upon collaboration between all of those involved in teacher education—from the community to the classroom. These two themes are woven throughout all of the case studies.

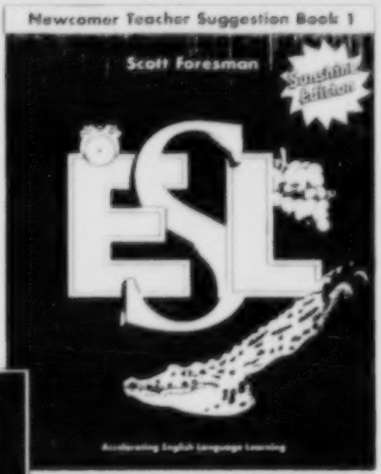
Johnson has organized the book into three sections. Part one, entitled *Innovations in TESOL Teacher Education Programs*, features four programs that address teacher learning through partnerships within the community, within the university, within the TESOL discipline, and within the classroom.

Part two, *Structured Activities within TESOL Teacher Education*, highlights structured activities that promote teachers learning about three subject areas: the students, through teacher learner portfolios; the subject matter, through exercises focusing upon converting theory to practice in the classroom and exercises using computer-mediated communication tools; and the contexts in which teachers teach, through workshops and conferences.

Part three, *Reflective Experiences of TESOL Teacher Educators* reveals the opportunities and constraints realized by teacher educators as they go about their work. This section offers methods for teacher educators to analyze their own teaching styles. Contributing authors discuss problems inherent in their teaching methods discovered through the use of audio tapes, video tapes, personal interviews and needs analyses.

Teacher Education is recommended for both TESOL teacher educators as well as teachers. The references included at the end of each case study are helpful for further research and the inclusion of the structured activities and sample handouts in the appendix makes the information immediately useable. Karen Johnson's use of case studies as a conduit for real-world information allows the reader more details than normally presented with a narrative and makes the transition from theory to practice almost effortless. Johnson's organization of the information into three different categories makes the book more of a handbook than a primer. ■

Theresa Griffin is a graduate student in the TESL concentration at California State Polytechnic University, Pomona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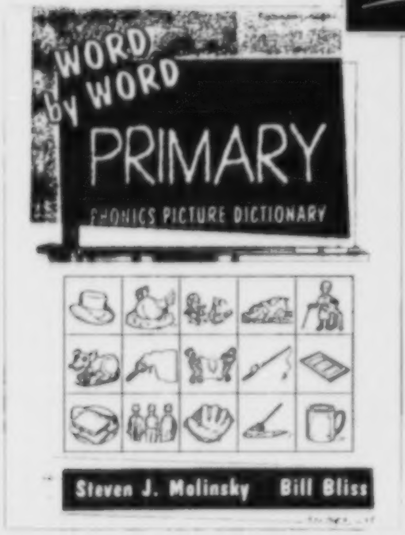
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Moving Fr A

Should you go digital in your language lab and, if so, which lab should you choose? On the left, **Damian Kavanagh** describes his positive experiences with the ASC Esprit system. On the right, **Monte Black** discusses the virtues of the CAN-8 VirtuaLab.

At the Westminster Schools in Atlanta , we have a 36-station lab with two teacher stations. Half of the computers are arranged in forward facing rows with a smart board mounted in front of the room. The other half of the computers are arranged in three pods of six stations. A partial wall separates the halves of the room. All of the computers have CD burners and DVD players on them, large hard drives, and fast processors. A server, dedicated exclusively to our lab, houses all of our audio and video materials; students and faculty connect to this server through our intranet. Each station also has an audio active panel, headphones, the ASC software (Student Interface and D.A.V.I.D.) and is hardwired to the teacher control stations.

Determining the structure of our server, digitizing materials, and faculty and student training were key points as we moved to an all-digital lab.

The server was set up with folders for language content (audio and video materials), students' work (oral and written tests and quizzes), and teachers' work (quizzes, tests, stored student responses). We assigned network access rights to the folders so that materials in the language content folder were "read only" (no one can delete them or save to them except for the lab administrator); the student folders (one for each language we teach) so that they are "write only" for students (students can save in them) and full access for teachers (teachers can move or delete files); and the teacher folders (one for each teacher) so that teachers have full access to their folder (move, delete, save, create sub folders).

After obtaining the necessary permissions, we began to digitize materials: audio and video. We record cassettes, which is the medium for many of the programs published outside of the last five years, onto a computer through a dual-well deck at high speed, thus cutting the time of digitizing the material into half of the time of the actual tape. Using software to capture the audio (such as *Sound Forge*, or *Cool Edit)*, we are then able to slow the material back down to real speed and fix any hiss or volume problems that may result from the age of the tape or the original recording itself. With this audio editing software, we then break up the cassette into the chapters and lessons, creating sub folders and naming files to allow the students and teachers to find them easily. The total time it takes to capture and cut and paste a cassette depends on the number of lessons on the tape and speed with which the operator can find the breaks. Audio material released more recently is typically available on CD. We convert CD material into a format which the system can read (wav or mp3 files) by using software available on-line. We convert the files, name them appropriately and place them into the proper folder. A disc's worth of audio material will usually take about 5-10 minutes to convert.

We wanted to make available the video programs that accompany some of the texts we use so that students could watch them at their own pace and review them for tests. Again, after obtaining the necessary permissions, we began to capture video digitally through the Adobe Pinnacle and DV 500 system. A video plays into the computer in real time, so a 20 minute video takes 20 minutes to capture, and is then rendered out into a format which we can stream from our server. Since video is streamed off of a dedicated server, we are able to set the resolution and bit rate very high (1500 kps). At this quality, rendering takes approximately two to three times longer than the length of the video but neither the capturing nor the rendering need to be monitored – the computer does all of the compression work.

In the fall of 2001, we took two teaching days and trained on the lab with a trainer from ASC. We had practical how-to sessions which, while helpful, were too much too soon. Very little of the original training stuck until we started using the lab on a regular basis. Even now, the training of faculty and students is an ongoing enterprise. ASC has designed an interface that is remarkably simple to use and very intuitive: buttons are located on the screens in logical places and the names of functions are straightforward. But while the frustration level continues to decrease and the success rate approaches 100%, we have found familiarity with computers and Windows does help in learning how to operate the lab system.

At first, they used the new lab for the same activities they had done in our old lab: listening to files, doing repetitions, having

continued left column p.45

nalog to Digital

> "Like any traditional lab, the digital lab allows student-teacher interaction on a one-to-one basis. Thus it is useful in review, practice and testing situations. Unlike the traditional lab, however, the digital lab personalizes all of those functions."

There are dozens of 'off-the-shelf' computer programs on the market today—programs that enable the language learner to replace/augment regular classroom learning. As they proliferate, each new prepared program guesses the specific needs of the anticipated client and develops a package of lessons around those needs. The language learning needs of most individual clients can be found in these packaged programs. There, can, however, be no individual program which meets all of the language learning needs of any individual client. Thus, the institution trying to maximize the learning of language students through traditional computer-assisted means must find some way of evaluating all of the available programming, purchase a number of different offerings, catalogue the purchases and correlate the individual client's need with the library of computer-assisted learning materials available.

The digital language lab is a better way. The CAN-8 VirtuaLab, for example, developed over the last 25 years, offers a completely interactive digital approach to assisting student language learning at the specific moment and in the specific area of need identified by the student or the teacher. Using a digital language lab the teacher can select from a wide range of available materials, modify an available lesson or create a lesson specific to the need of the student. Instantaneous response to student learning needs keeps language alive and meaningful.

What can the advanced digital language lab do? The CAN-8 system allows any computer lab to be turned into a language lab, offering the benefits of a voice/audio lab capable of utilizing an extensive suite of software as well as instant access to live or digitally-recorded radio, television (digital or cassette), or DVD. The digital lab can store student verbal (written and oral) responses allowing teachers to monitor individual performances and respond in real time or at the teacher's convenience. Retrieval from storage is instantaneous and costs are negligible.

At the University of McGill in Montreal, a full year's work of 5,000 students studying ten languages is kept on a hard drive which currently costs less than $200. A good digital lab will convert analog audio and video material from any source and make it instantly available for interactive student/teacher interchange. The advanced digital language lab incorporates a user-friendly authoring system allowing teachers to develop lessons, exercises and tests appropriate to individual classes and/or students. A lesson planner enables teachers to create or modify lessons containing listen and repeat, simulated conversations, reading exercises, open-ended oral response questions, multiple choice and fill-in-the-blanks test items along with written exercises. It provides a self- or teacher-marking testing system and student registration, becoming an all-in-one system for independent language schools.

Teacher-student interaction can take place in many different ways at any time with the digital lab. Students can be monitored and responded to immediately; teachers can evaluate students' work and respond more fully after hours for the students to see at their next lab session; a CAN-8 lab at the University of California in Riverside offers English and Spanish to their own students during the day and English to Korean students during the night (daytime in Korea) via the internet; a private school in Guangzhou, China has developed CAN-8 business English courseware for business people to access from their homes and offices. Because it is digital and can be transferred through the internet, there are no barriers of time or distance to interfere with the student-teacher language learning interchange.

Where does the digital language lab fit into the curriculum? Like any traditional lab, the digital lab allows student-teacher interaction on a one-to-one basis. Thus it is useful in review, practice and testing situations. Unlike the traditional lab, however, the digital lab personalizes all of those functions. The Language Institute at Seneca College in Toronto has been using the CAN-8 system for ten years and is just installing its fourth lab.

Martine Allard, the director of the Institute says "The students consider the CAN-8 system an integral, significant component in their language studies. The teachers enjoy being able to customize materials for their students and greatly appreciate the

continued right column p 45

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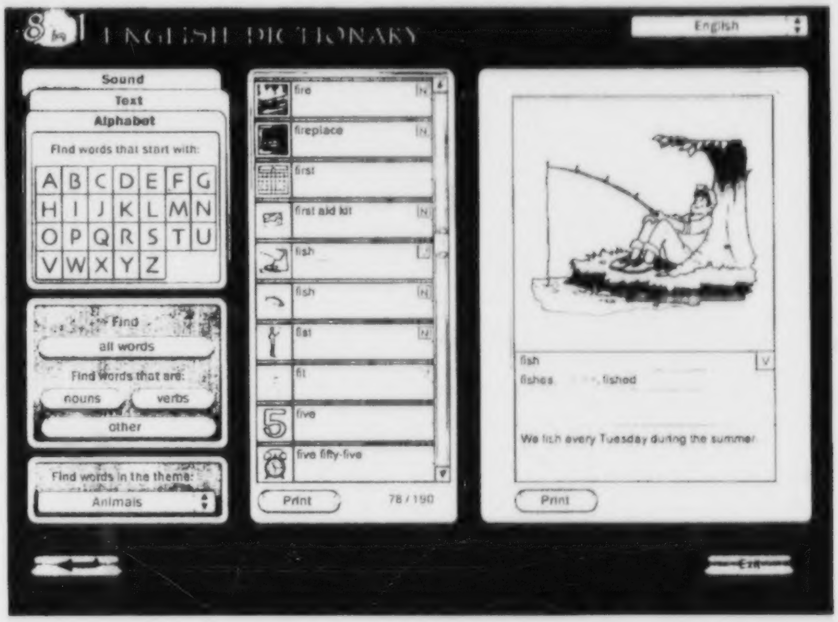
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from p.42 (left hand page)

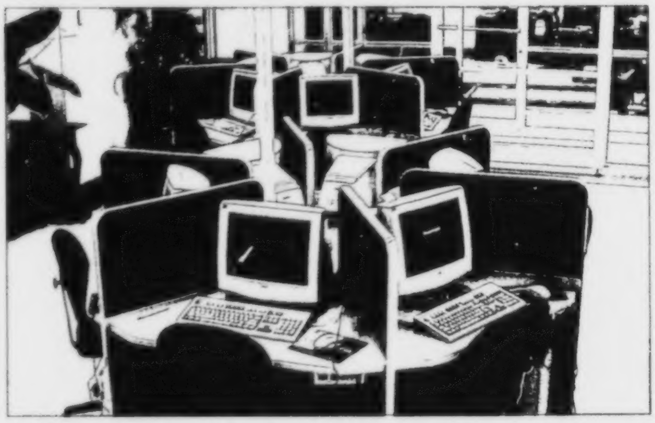
students respond to oral questions. The first major difference which our teachers noticed was the ease with which they could now grade oral work. Teachers listen to student responses by using either the D.A.V.I.D. (digital audio/video interactive device, which works much like a tape player), or by using a media playing program on their computer either in their office, or at home by burning the files onto a CD. This is a terrific improvement over carrying around a box of tapes and a tape player, switching and rewinding tapes to re-listen to a student or to find the right spot. The next major difference teachers noticed was that, from the control stations, they are able to monitor students or groups, talk to students or groups, or control the student's computer to demonstrate where accents should be placed, or how to record, or to get students back on task. While monitoring was possible in our old lab, the new system allows very quick and very easy monitoring and communicating possibilities.

We created a users' manual specific to our configuration and provided individual training. As a result, faculty are trying new activities. One of our more popular activities right now we call "Talking Heads." The teacher digitizes a piece of video or takes a clip we already have (about 30-60 seconds) and removes the audio track. The teacher puts the students into groups of two or more and, through the headsets, students create dialogue to fit the video. With the digital system, the students can play the video as many times as they need to (or the teacher can control it); the groups are able to record their dialogue (or to compose it on a computer) and the teacher can play it for the rest of the class. This is an activity, like all that we have tried to design, which allows students to be extremely creative and highly communicative.

The students are making our lab successful. From the very beginning, students have been enthusiastic about the activities in the lab. They love being in front of a computer with very futuristic headphones on. The system is so simple for students to use that they have become more proficient using it than some of their instructors. It gives students the confidence to speak and write in their target language. We have seen usage climb from 30-40% of all possible users during our oral exam week to 60-70% during any given week. Users include our upper level students as well,which very rarely occurred in our old lab.

A lab like this is the next best thing to immersion. Perhaps the next generation of labs will incorporate touch and smell! ■

Damian Kavanagh, The Westminster Schools, Atlanta



Digital systems are transforming language labs.

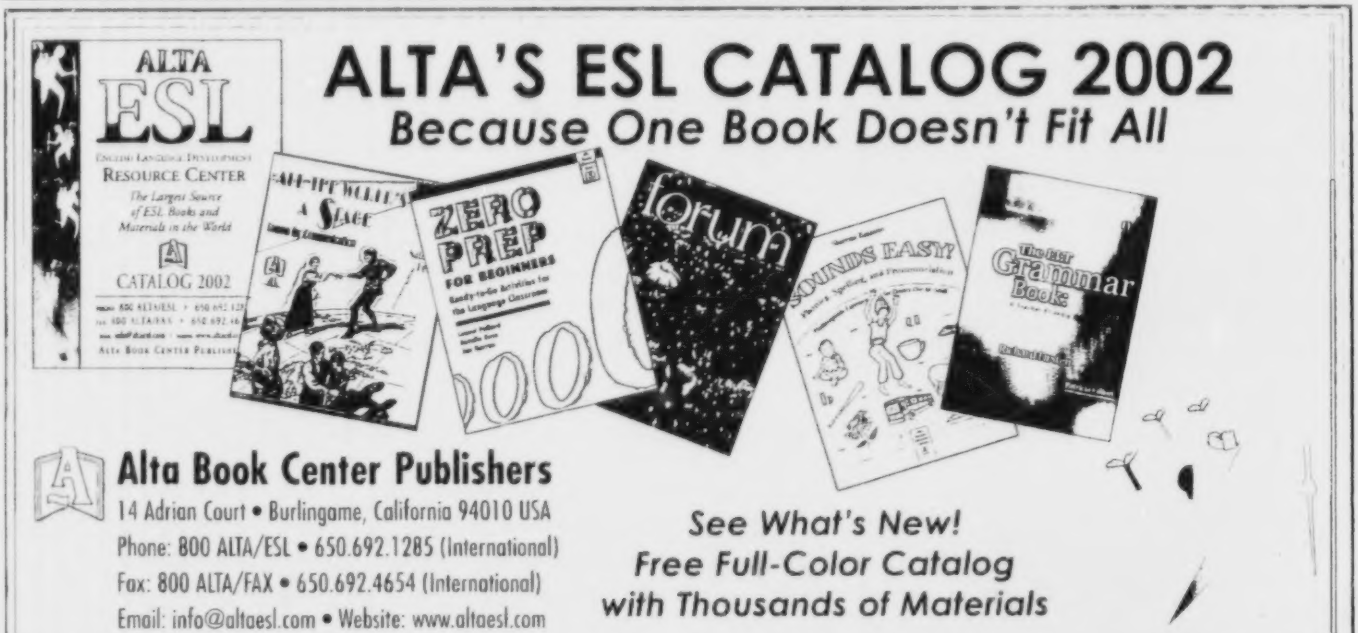
from p.43 (right hand page)

ability to check student work, give feedback and do testing on the system'." Because material can be modified and authored as needed, new grammatical and vocabulary concepts and material incorporating audio and video from any source can be created to meet specific class or individual demands. Class discussion groups can be created, modified or recreated at will, allowing the teacher to be involved as an observer or participant as desired.

The digital language learning lab offers flexibility (teaching/learning can occur around the clock without reference to geography, for multiple purposes, simultaneously) and efficiency (existing materials can be re-used without wear; new materials can be developed on-site; cost of storage is negligible and done on the server; learning can occur in any location).

The digital learning lab is no longer the futuristic idea it was just a few years ago. Language educators now recognize the digital lab as the industry standard. ■

Monte Black has a Masters degree in English Language and Literature and extensive experience with both public and private education organizations.



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Men, I'm A #%^^## What?!

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A turning point in every day,
Reversed I do not alter.
One half of me says haste away!
The other bids me falter.

The answer is "noon." Half the word is "on" ("haste away!"), and half is "no" ("bids me falter"). Together they form a word that reads the same forwards and backwards.

A palindrome is a word, a "word row," a sentence, or a longer statement that communicates the same message when the letters of which it is composed are read in reverse order. Palindromes make us exult, "Ah ha!" "Oh, ho!" "Hey, yeh!" "Yo boy!," "Yay!" "Wow!" "Tut-Tut!" "Har-har!Rah-rah!" "Heh-heh!" "Hoorah! Har! Ooh!" and "Ahem! It's time. Ha!" rather than scratching your head like a dud, boob or poop and mumbling "huh?"

You are a palindromic child. Even before you were a tot playing with your "sis" and pup, you were the offspring of "mom" (a mama) and "pop" (a papa) or "dad" (a dada). And you are a special palindromic offspring because you are living in the fourth palindromic year of the past 11. You remember 1991, and MIM and MM -- possible Roman numeral representations of 1999 and 2000 and the last time that Arabic or Roman palindromic years will ever again occur consecutively. And now you've arrived at 2002. Don't hold your breath until the next palindromic year. 2112 won't be here for another hundred and ten years.

Alistair Reid expresses what may be the very heart of the fascination for matters palindromic: "The dream which occupies the tortuous mind of every palindromist is that somewhere within the confines of the language lurks the Great Palindrome, the nutshell which not only fulfills the intricate demands of the art, flowing sweetly in both directions, but which also contains the Final Truth of Things." Palindromania is not a disorder but, rather, an evolutionary, passionate effort to cobble letters into order and truth. I say "evolutionary" because I believe that in our species is evolving a heightened wonderment at and facility with the universe of letters. We are getting better at making the alphabet dance.

In 1892, William Walsh stated in his *Hand-Book of Literary Curiosities*: "After centuries of endeavor, so few really good anagrams have been rolled down to us. One may assert that all the really superb anagrams now extant might be contained in a pillbox." Today the universe of wordplay gleams with stellar palindromes, anagrams, kangaroo words, pangrams, isograms, univocalics, and dozens of other words at play. We have, it seems, an ineluctable rendezvous with logological destiny.

Abraham Abulafia, a 13th-century cabalist, taught that the key to transcendence is language itself. Abulafia believed that, by concentrating on letters, the mind could loose itself from its shackles to commune with a presence greater than itself. Wordplay is one way we have of extending our reach beyond our grasp and touching something that transcends our mortal coil.

In the loopy universe of plaindromes you'll find everything from the primordial MADAM, I'M ADAM (Adam's introduction of himself, in English, of course – how convenient—to Eve, the mother of all palindromes), to the epiphanous WON TON? NOT NOW, to the elegant A MAN, A PLAN, A CANAL, PANAMA, to the political STAR COMEDY BY DEMOCRATS, to the hiply contemporary MEN, I'M EMINEM, to the sinister NO, I TAIL A TERRORIST, SIR – OR RETALIATION!, to the wifty, wiggy, loopy, lunatic GO HANG A SALAMI; I'M A LASAGNA HOG, to the astonishingly long yet coherent DOC, NOTE, I DISSENT. A FAST NEVER PREVENTS A FATNESS. I DIET ON COD.

No wonder that palindromes are *summus*, palindromic Latin for "the highest, uppermost, the top" and anagrammatically exult, "SPLENDOR AM I!" ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

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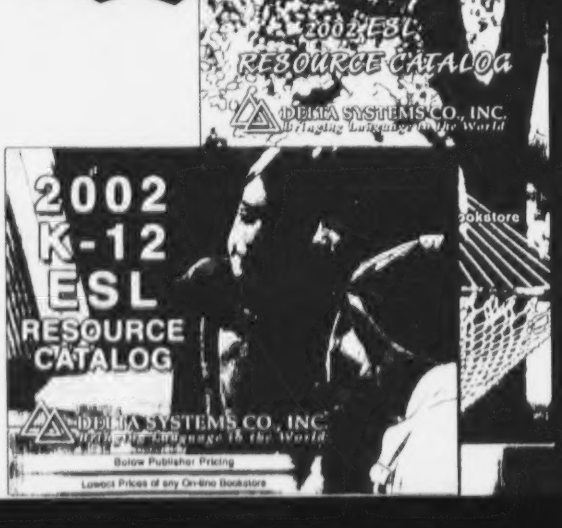
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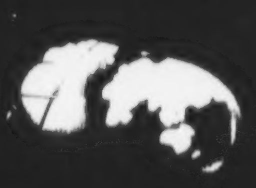

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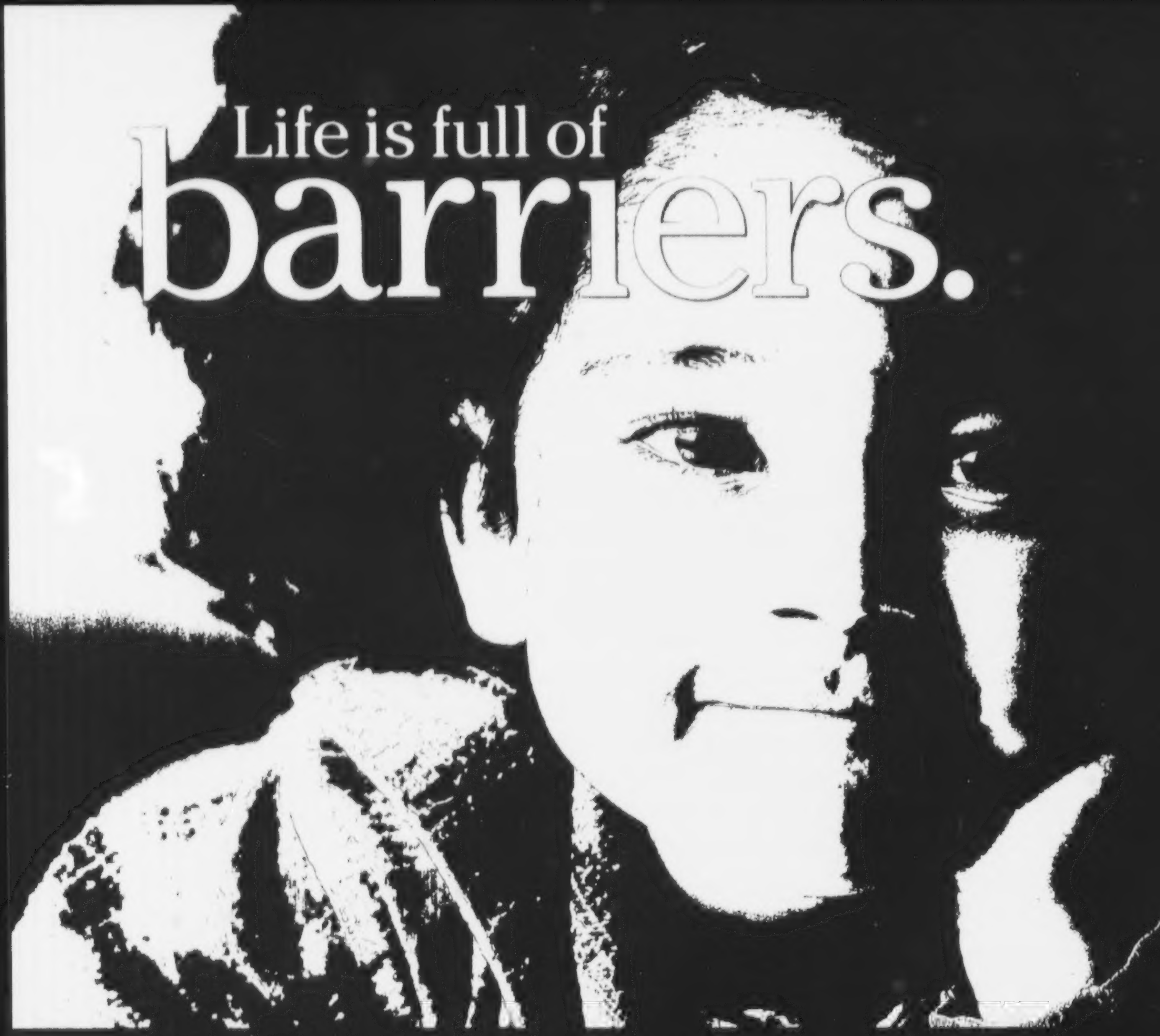

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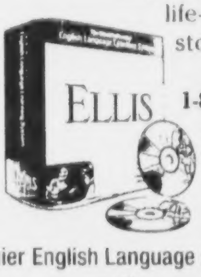

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February 2002 Volume 1, No. 6 (ALR Volume 6, No. 2)

Language *magazine* Contents

Steven Donahue explores how Mexican superstar Salma Hayek (right) developed her English accent for Hollywood with the help of dialect coaches, accent improvement lessons, and every pronunciation trick in *My Fair Lady*'s flower basket. **PAGES 20-22**

Across America, school districts are recognizing the needs of limited English proficient children. But where, asks **Michele Alperin**, are the teachers? **PAGES 13-16**

The time and energy spent on lesson planning often reflects a teacher's personal preference regarding classroom management. **Arnie Cooper** praises practical planning and plenty of it while **Nimita Dhirajlal** advocates taking the flexible approach. **PAGES 18-19**

John J. Pint introduces the revolutionary teaching methods of Dr. Caleb Gattegno. **PAGES 24-25**

In the second part of his look at adult learners and their attempts to learn foreign languages, **Charles Heinle** discusses the methodology of pioneer linguist, Dr. Paul Pimsleur. **PAGES 26-27**

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Jason Almodóvar from New York City's Hunter College expresses communicative frustration through poetry. **PAGE 35**

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Read about Language Teacher of the Year nominee Lolita Lassen. **PAGE 37**

Barry Bakin continues his lessons for the one-computer classroom. **Nile Stanley** introduces the WORDSS Project Website. Plus all the latest technology news and developments. **PAGES 40-44**

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COVER PHOTOGRAPH: Hollywood leading lady Salma Hayek plays the role of Frida Kahlo in the soon-to-be-released movie *Frida*.

Fulfilling a 21st Century Obligation

IN THE CURRENT political situation, it is not surprising that President Bush's recent State of the Union address was greeted with blanket applause and approval in the media. But one of the loudest cheers was reserved for an announcement most commentators will fail to mention--President Bush's intention to double the number of Peace Corps volunteers over the next five years. The President, like many Americans, recognizes that future global security will rely upon the building of strong bridges between people of different cultures.

Despite general acceptance of the need for a global outlook, we are still more reluctant to travel than ever, even within U.S. borders—Florida's winter tourist season has been devastated even though European tourists are "flocking there in droves." In the aftermath of 9/11, a fear of flying, and travel in general, is to be expected, yet travel is now of more significance than ever.

The desire to travel and learn more about the world needs to be nurtured. Young people who travel are far more likely to spend time abroad as they grow up, so school trips and tours should be encouraged. Educational tour companies have faced a barrage of cancellations. Understandably, parents and school boards are concerned about the safety of children traveling abroad, so these companies are using their wealth of experience to ensure the safety of young travelers. And employing some innovative means of reassuring parents, such as web photo diaries, where parents can log in every day to see pictures of their children and read about their adventures. Slowly, we are starting to take to the air again and school trips are coming back on the agenda, but some of the organizers of these trips are facing an uphill struggle. This is not just a result of parents' reluctance to give their permission; it is due to school boards' blocking trips through their understandable desire to protect students and fears of liability. Teachers and parents have even been holding planning meetings off school grounds to circumvent the situation. School boards may be acting responsibly, but surely it is up to parents to decide what is safe for their children if they are prepared to waive others' liability.

Despite recent events, international students are still coming to the U.S. Higher education, in the form of international enrollments, is the fifth-largest service export in the United States. It brings $11 billion into the American economy each year through the nearly 550,000 students who live and study here. Its impact on foreign policy is harder to measure but no less impressive: Secretary General Kofi Annan of the United Nations, President Vicente Fox of Mexico and King Abdullah of Jordan, among other world leaders, all studied in the U.S. So far, university admissions offices report that early applications from foreign students have equaled or exceeded numbers from past years.

The ease with which we can travel and communicate on a global scale is probably the greatest achievement of the last fifty years, but now we must realize that it brings with it the obligation to treat all nations as neighbors. To live peacefully in the 21st century, you have to get to know your neighbors in the global village near and far and they need to get to know you.

Language Magazine editor Ben Ward is currently attending a series of meetings in Washington D.C. Details will appear in upcoming issues.

Daniel Ward, Consultant Editor

Language
magazine
(formerly American Language Review)

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Language Magazine **(ISSN 1537-7350) is an editorially independent publication of Language Media, LLC.**

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LETTERS

Language Magazine Archives Online

CAN I GAIN access to current magazine articles in an electronic format since I am a subscriber? I'd like to pull info from various articles in order to share them with supervisors in our counties—handy and efficient, since I am the State Specialist in ESL and Foreign Languages.

Frank Edgerton, Specialist, Foreign/Second Language learning
Maryland State Department of Education
Baltimore

[We do publish articles online a year after publication in print. Due to numerous requests for more recent articles, we are developing a subscriber-only area of the Language Magazine *website. I will inform readers when this service is available– Ed.]*

Don't Cry For Me Argentina?

ARGENTINA IS not what it used to be. For the last two months my country has been going through one of the worst economic, social and political crisis ever. We have had five presidents in less than two weeks, looting, rioting and the like. Unemployment is rising sharply and people feel discouraged and hopeless. Of course EFL teachers are not an exception to the rule. Although English is still necessary for some people (travelers, jobs, etc.) schools are reducing staff, companies are cutting down on in-company teaching services, and private students are nowhere to be found. People cannot spend money on English lessons and they do not feel like doing so. Maybe reading the Argentine newspapers on the Internet (www.clarin.com or www.lanacion.com.ar) will give you some further insight.

In times of trouble, decisions have to be taken. Our government lacks one of the most important things in order to rule a democratic country like Argentina, and that is the TRUST of the people. Politicians are viewed as crooks whose only interest is to make money for themselves, therefore, they cannot control the economic crisis. If they let people withdraw their savings from banks, the whole financial system would collapse because everyone would rush to take their money out at the same time.

I hope Argentina will be up and about again soon. Wishful thinking, who knows?

Professor Alfredo Bilopolsky
TEFL Teacher
Buenos Aires
Argentina
alfred@fibertel.com.ar

Spanish "Incorrections"

Normally I love everything there is about *Language Magazine*. However, I just can't be quiet about several errors in Steven Donohue's article, "The Great Communicators," found in the January 2002 issue.

First, the phrase "mano a mano" means "hand in hand," or even "hand to hand," depending on the context. It never has, nor ever will mean, "man to man"—that would be "hombre a hombre." Furthermore, "mano en mano" seems to be a literal translation, such as those produced by highly-inaccurate machine translators or highly-incompetent human translators. Also, George is "Jorge" and is pronounced "HOR-hay," not "Hor-GAY." Finally, Cinco de Mayo is not Mexican Independence Day; September 16th is. Cinco de Mayo commemorates the Mexican army's victory, comprised of peasants armed with farm implements, over the much larger, better armed French. In the future, please check references to foreign languages, cultures or history for accuracy before going to print. Not doing so lowers the standard of your usually-fabulous magazine.

Kari Jesse
Spanish teacher and ESL Specialist

*[**Steven Donahue** writes: As Kari correctly points out, Sept. 16th is Mexican Independence Day. It celebrates the day in 1810, when Miguel Hidalgo announced the Mexican revolt against Spanish rule. I inadvertently perpetuated a common mix-up, one that had also appeared on a 2001 Chris Matthews'* Hardball *show on CNBC, when now President Bush mocked Gore for his limited knowledge of Mexican culture. Gore stated that he would like his next grandchild to be born on Cinco de Mayo, believing it to be Mexican Independence Day. Bush pointed out to Matthews that Mexican Independence Day is in fact "el Dieciséis de Septiembre" (Sept. 16). However, his correction may also reveal Bush's limited knowledge of Spanish. He translated the date as the "15th of September."*

I confounded mano a mano for a false, semantic translation also making the rounds. Bush once challenged his Dad to go "mano a mano" with him after a night's drinking. The presidential campaign is replete with testosterone references of nasty, man-to-man combat. In fact, Gore had told a Hispanic audience he is confronting Bush "man to man," which he self-translated later in Spanish as mano en mano (hand in hand).

The Spanish version of George is JorGe. Normally, I consult with the T. Navarro Tomas Manual of Pronunciacion Espanola *(Madrid, 1932). There "G" is voiced, as apposed to "K" which is unvoiced, but Tomas also describes "La G Fricativa" as in "HOR-hay," not "Hor-GAY." During the campaign here in Florida, I've heard "Hor-Gay," perhaps as a Hialeah or Miami localism or hyper-correction of sorts influenced by English spelling.]*

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Record Profits For English Schools In China

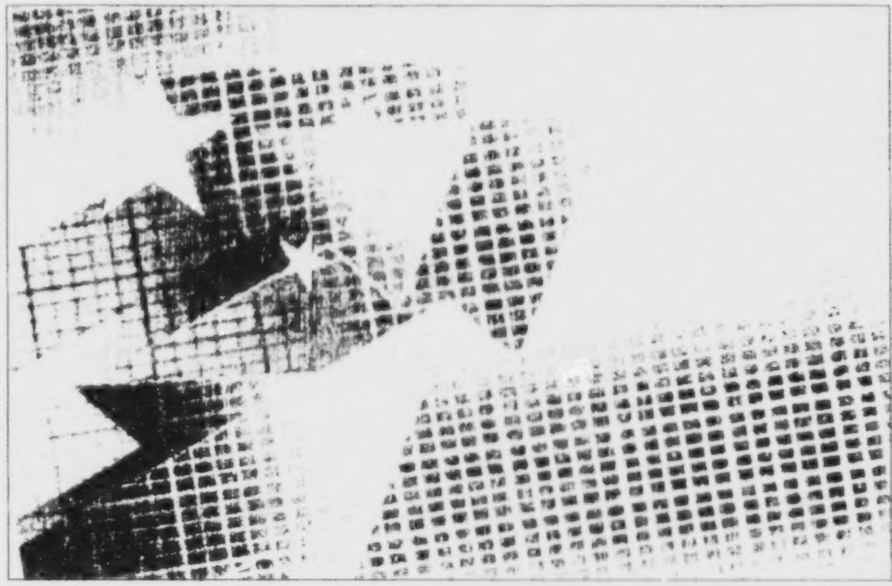
ENGLISH LANGUAGE TRAINING is becoming a profitable industry in China, as more Chinese become aware of the importance of learning an international language.

Statistics show that last year, the ELT industry in Beijing made a gross profit of almost $85 million by providing English language training courses to nearly 200,000 people.

The English language course at the Beijing New Oriental Language School reported an income of over $10 million in 2001, while the Eastern English Services and Wall Street Institute (WSI) English schools in the capital city also profited from brisk business. Eastern English Services has opened four schools in Beijing. Each has brought in around $60,000 monthly, while the Wall Street English language schools charge trainees more than $2,500 for one term.

Shanghai is another of the country's hot spots for English language training. WSI invested $5 million to set up branches there and quickly attracted more than 1,000 trainees, mostly from foreign companies.

The Beijing New Oriental School also began rapidly expanding. It opened a school in Shanghai just over a year ago, and so far over 10,000 people have studied there. An international English training school in Zhongshan is offering courses to children aged from 3-12 years old. The cost of teaching materials for one student can top $1,000. Experts say that the booming English language training market can be attributed to China's acceptance in the World Trade Organization. Many Chinese people are convinced that proficiency in English is essential to personal prosperity in that country's liberalizing economy.



The craze for learning English in China even extends to its temples. A nun from Lingquan Temple in Liuzhou City recently attended an English language class. The nun said that she often met foreigners visiting the temple and wanted to say hello to them but her poor English always embarrassed her.

"I hope I can speak fluent English someday so that I can freely communicate with foreigners and even introduce Buddhism to them," she explained. ■

STUDENTS of English in China will soon be able to have their writing skills tested over the Internet.

Educational Testing Service (ETS) administrators of the Test of English as a Foreign Language (TOEFL) said that students in China with access to Internet could use new technology to test their preparedness for the TOEFL. "The whole process, between the time it is submitted and the student receives the score onscreen, is about 10 seconds," ETS Technologies' chief executive Richard Swartz told reporters in Beijing.

One in eight of the 800,000 students who sit the TOEFL every year are Chinese, said Kirson Herbert, executive director at ETS for international development.

The commercial online unit of ETS will use computers at its Princeton, N.J., headquarters to grade practice essays submitted via the Web site www.englishtide.com, run by the online learning firm Tide English Publishing Ltd. Under the deal, ETS Technologies would earn a percentage of the fees collected by Tide English from students submitting practice essays, Swartz said. ■

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The Province of New Brunswick Extends Bilingualism

NEW BRUNSWICK, Canada's only officially bilingual province, has decided to extend bilingualism to its municipalities. Premier Bernard Lord said this month that the provincial government will translate municipal bylaws into English and French where numbers warrant, and more bilingual services could follow.

Lord said his Conservative government decided not to appeal a recent court decision that extended official bilingualism to villages, towns and cities. He said the New Brunswick Court of Appeal was right when it ruled the province needs to broaden the equality rights of its French and English citizens.

"It's who we are," Lord said of bilingualism. "It's important to ensure that people can live, work and raise their families in the language of their choice."

New Brunswick has been officially bilingual since 1969 but, until now, only provincial laws were required to be in both French and English. ■

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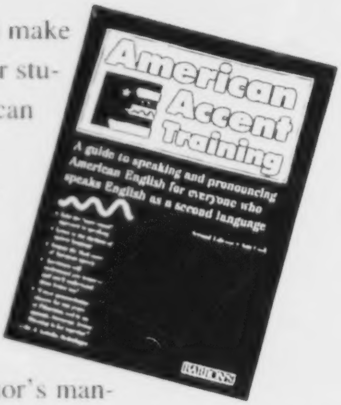
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Steven Donahue demonstrates his Pashto-by-Phone software.

Calling Kabul

LANGUAGE MAGAZINE's features editor, Steven Donahue, is receiving widespread recognition for his linguistic contribution to the reconstruction of Afghanistan.

Donahue, a professor of ESOL at Miami-Dade Community College, is the inventor of a software system designed to give users an introduction to Pashto "the language of Afghanistan and the Taliban" through a vocabulary of 1,000 everyday Pashto words and interactive pronunciation lessons. The fact that the course can be delivered via the telephone has attracted significant media attention, including an interview with Donahue on National Public Radio's *All Things Considered* segment (which attracts an estimated 10 million listeners) and coverage in the New York Times.

Donahue said, " Like a lot of Americans, I was motivated to 'do something' following the attacks of September 11th. I'm grateful that my background as a language teacher could be used to contribute in some small way to the quest for peace and justice. I hope that an awakened United States is now going to address the issues of the language gap and communication across cultures."

Donahue teamed up with Dr. Habib Tegey, who is the senior editor for the Pashto service at the Voice of America and the author of several textbooks on Pashto, to produce the software.

Donahue's Pashto-by-Phone is hosted by Voxeo Corp. The phone-based language laboratory can test vocabulary knowledge, evaluate a student's pronunciation and send a report to an online database. In dictionary mode, the Voxeo system allows a user to say an English word and instantly get back the Pashto equivalent.

"It's like a language laboratory, but with the convenience of a toll-free number, available on any telephone handset " says Donahue.

Since the system became available last November, Donahue estimates that several thousand callers, mostly from the military, Defense Department, or State Department, have used it.

Readers who want to practice their Pashto should call 1-866-534-8531. ■

Mind Your Language!

ENGLISH SPEAKERS in Seoul have been asked to report any examples of incorrect English that may be displayed on the South Korean capital's public facilities and road signs.

City officials have inaugurated a link (called "Report Incorrect English") on the city's English Web site (www.seoulnow.net) and a telephone hotline so that expatriates can give details of incorrect language or peculiar expressions employed on signage. Officials were stung into action after they received numerous complaints about incorrect expressions and spelling at tourist sites including the World Cup soccer stadium.

The city has also established a center for editing signs in English and other languages overseen by university professors and native speakers of English, Japanese, Spanish and Chinese. ■

Massachusetts Bilingual Reform Bill Attacked

MASSACHUSETTS State House education leaders have announced a proposal to reform bilingual education, but the plan has provoked strong reactions from both supporters of the current system and leaders of a ballot initiative proposing a California-style one-year immersion program.

According to the proposal, districts would be able to choose the means of improving the abilities of students with limited English proficiency. The plan also calls for detailed district plans, annual tests, better trained teachers, state oversight and $12 million a year of additional funding.

"We don't believe one size fits all, nor do we believe the current system's version of one-size-fits all is the answer either," said state Rep. Peter Larkin (D-Pittsfield), co-chairman of the Joint Committee on Education.

"One-size-fits-all" is the description given to the ballot initiative campaign by English for the Children, a group by backed software millionaire Ron Unz, who convinced voters in California to scrap bilingual education.

Larkin said neither the existing program nor the Unz-style plan contain requirements that students make academic progress. Both stress language acquisition over literacy.

"Some of the kids who come into bilingual education have virtually no literacy skills at all," said Larkin.

The proposed bill would require districts to create detailed plans for their bilingual programs, and give them two-three years to bring students up to English proficiency levels.

Unz believes that the bill's main problem is that it does not give districts the option of making any changes. He is determined to continue with his ballot campaign, which received 80,000 signatures last year and looks likely to win a place on the ballot this year.

"They admit the current system is a disaster and we agree with them there," said Unz.

"It's unfortunate that they have not changed anything in 30 years, not a single aspect of the current law. Where were all these people for the last 30 years?"

State Rep. Antonio Cabral (D-New Bedford), who also intends to file a bill, said he and other supporters of transitional bilingual education will oppose the Larkin bill.

"The bilingual community feels strongly that, ultimately, it ought to be the parents' choice, not the choice of the superintendent to choose the program," Cabral said. "If you don't have that, the districts never friendly to bilingual education will just go to Unz's one-size-fits-all anyway." ■

Responding To The ESL Emergency

Across America, school districts are recognizing the needs of limited English proficient children. But where, asks **Michele Alperin**, are the teachers?

Over the last two years, there has been a 21 percent increase in the need for ESL teachers in the U.S.[1] Many regions in the continental United States are now experiencing either a considerable shortage of teachers or at least some shortage. This demand for ESL teachers is fueled by the rising numbers of English language learners usually from immigrant or migrant backgrounds. Responses to the ESL emergency vary from region to region and have included:

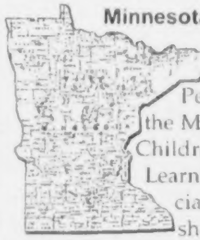
(1) An increase in the numbers and types of teacher education programs;

(2) The provision of alternative routes to certification;

(3) A widening of the candidate pool, and;

(4) Using the Web for teacher training.

Individual states have also come up with their own homegrown initiatives designed to address the shortage of ESL teachers.



Minnesota: Flexible Licensing

According to Richard Wassen, director of Personnel Licensing for the Minnesota Department of Children, Families and Learning, ESL has been officially designated as a shortage area. Given the rapid rise in the population of English language learners in Minnesota, it comes as no surprise that ESL teaching positions are being left unfilled. The state's Limited English Proficient (LEP) population grew from 10,824 in 1989-90 to 44,360 in 2000-01, and increased by approximately 20 percent between the 1999-2000 and 2000-2001 school years—at the same time that the total number of K-12 students decreased slightly.

Leigh Schleicher, a St. Paul teacher who has worked in the LEP unit at the Minnesota Department of Children, Families, and Learning, agrees with the official state assessments: "I can say anecdotally that many districts, particularly in out-state [non-Twin Cities] Minnesota, have a real difficulty in finding licensed teachers to teach LEP kids." Schleicher added that rural areas not only suffer from the lack of licensed teachers but have the additional burden of recruiting people for what she termed "extreme" positions, for example, a part-

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time position, divided among five different schools that are 40 miles apart from each other.

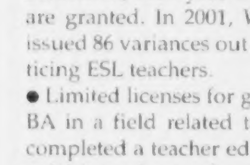
To give administrators flexibility in hiring ESL teachers who may not be fully qualified, Minnesota has developed several types of licensing arrangements:

(1) Variances for teachers who have a valid Minnesota teaching license, but less than 9 credit hours in an approved ESL licensure or endorsement program. Because of the difficulty in finding licensed ESL teachers, said Schleicher, each year a number of variances are granted. In 2001, Wassen's department issued 86 variances out of a total of 766 practicing ESL teachers.

- Limited licenses for graduates who have a BA in a field related to ESL, but have not completed a teacher education program.
- Waivers for teachers with a valid Minnesota license who will be teaching out of area due to extenuating circumstances.
- Finally, in extreme situations, schools have the option to hire a non-licensed community expert.

According to Paul Magnuson (Minnesota Department of Children, Families and Learning), the needs of English language learners in Minnesota are not likely to be met—at least in the short term—as cash-starved districts are forced to cutback on ESL programs.

Texas: Troops To Teachers



Texas has experienced substantial growth in its LEP population and has identified ESL as an area of critical shortage. Between 1993 and 1997, Texas schools saw an enrollment of 104,376 students in bilingual/ESL programs, representing a 30.43% increase over the period. The state has developed a number of programs to ensure a sufficient number of ESL teachers; some of these programs are described in the *Texas Teacher Recruitment and Retention Study* of February 1999, prepared by the Texas Center for Educational Research. The State Board for Educator Certification (SBEC), for example, offered grants to its Centers for Professional Development of Teachers "to support higher education institutions as they strive to attract and prepare fully certified teachers in identified critical shortage areas." In response, West Texas A & M University created a program to identify and prepare teachers who want to teach in ESL and other shortage areas. Key points of the program are:

- Developing web-based courses designed for students and teachers who have not received previous training for certification;
- Offering an ESL course off-campus for students, aides, and teachers;
- Providing tutoring sessions for certified teachers who want to take the ExCET test to seek certification in ESL; and
- Inviting area high school students to a "Discover Teaching" day, introducing them to the teaching profession.

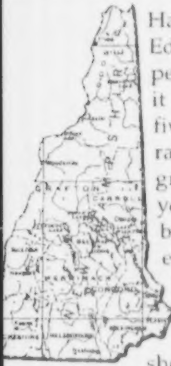
Other Texas regions have also provided ESL teachers through the Texas Teacher Recruitment, Retention and Assistance (TTRRA) program, described in a 1998 report by the Texas Association of School Boards. Region I's TTRRA program focuses on teacher retention, providing assistance to those teachers at risk of leaving the profession, especially in high turnover areas like bilingual/ESL programs and minority teachers The Region IV Educational Service Center has also targeted ESL, partly by working with the Mexican consulate in Houston to increase the number of bilingual certification candidates and establish alternative certification preparation programs in Mexico.

A third initiative, Troops to Teachers (TTT), is a recruiting program aimed at current and retired military personnel, which provides them with information about Texas certification requirements and teaching vacancies. A small staff at the Region XII Educational Service Center counsels people who inquire by phone about TTT. In the past three years, over 3,500 people have received information and direction. According to program staff, TTT has been successful in meeting teaching needs in shortage areas, including special education, bilingual/ESL and math and science. Texas has also increased the use of stipends to attract teachers in shortage areas, including ESL.

New Hampshire: Tutors As Stopgaps

According to Christine Noon, education consultant for the ESOL Program at the New

"There were only about 20 ESL teachers in Columbus, and all but one or two were certified. Now there are close to 70 ESL teachers and only 20 something are certified in ESL."



Hampshire Department of Education the state needs 10-20 percent more ESL teachers than it currently has. Over the past five years, explained Noon, the rate of influx of new refugees grew from 300-325 refugees per year to easily double that number. Noon observed that foreign adoptions have also contributed to the increase in the LEP population. New Hampshire's ESL teacher shortage has been complicated in the southern part of the state by a loss of teachers to Massachusetts, where the pay is much better.

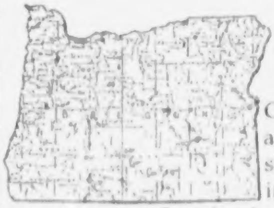
For the moment, said Noon, New Hampshire is making do with tutors as a stopgap, but the state also offers two flexible approaches to certification, Alternatives 3 and 4. The purpose of Alternative 4 is to identify people who would potentially make good teachers in critical shortage areas like ESL. Potential ESL teaching candidates, for example, might be former Peace Corps or military personnel who have experience living abroad or foreign language and elementary education teachers who already have some background in ESL-related course work. Alternative 4 candidates work with an administrator and mentor—sometimes the same person—to determine their strengths and weaknesses. Alternative 4 candidates also have the flexibility of fulfilling ESL course requirements outside an academic setting, for example, through New Hampshire professional and staff development classes and courses at Northern New England and International TESOL conferences. In some cases, candidates may also study ESL material on their own. For example, explained Noon, students might read one of several excellent books on the history of the English language and write a paper that discusses what they have learned and how it will affect their teaching. Alternative 3, which is less popular, involves writing something similar to a Masters thesis on the ESL competencies and then defending the paper before a board of peers.

Ohio: Looking to Somalians

Ohio's demand for ESL teachers has been met by reducing requirements for certification. An interview with Shelley Wong of Ohio State University (OSU) School of Teaching and Learning highlighted local issues in Columbus. "When I came to Ohio State in the fall of 1998," said Wong, "there were only about 20 ESL teachers in Columbus, and all but one or two were certified. Now there are close to 70 ESL teachers and only 20 something are certified in ESL." Ohio requires these uncertified teachers to take a course every semester towards an endorsement in TESOL (at OSU, such an endorsement requires seven courses beyond certification in another area).

Wong also emphasized the need to make better use of bilingual aides from Somalia resident in the state. To be certified, these potential teachers must complete a bachelor's degree and then get an endorsement. In response, OSU has entered into a special partnership with the city of Columbus to set up after-school courses on site for teachers. It is also working on grants to set up more programs for bilingual aides and has recommended to the Ohio legislature that TESOL be made a primary area of licensure.

Wong raised another issue that could have a huge effect on the ESL teacher shortage—were it acknowledged by the education establishment. Wong cited research by Virginia Collier and Wayne Thomas suggesting it can take 5-7 years for some student groups and 8-10 for others to achieve an English language facility that approximates their native-speaking counterparts. "Yet," said Wong, "the expectation is that the immigrant student will come into the system and, after 1-3 years, catch up to native speakers."



Oregon: Technology for Training

Oregon also has an ESL teacher shortage, according to Linda Samek, deputy director of the Teacher Standards and Practices Commission in Salem. A 2000-2001 study found that Oregon has 44,000 students with little or no English proficiency and only 1500 ESOL teachers. In another study, elementary principals in Oregon rated ESL/bilingual as the third most difficult area for hiring teachers. Samek observed, "Our ESL population is growing quite rapidly, at least doubling every 5-6 years." She said the majority immigrant population is Hispanic, drawn

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"Addressing teacher turnover would be far more effective than the current emphasis on increasing teacher supply."

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to the largely agricultural Willamette Valley both by job opportunities and by the existence of a well-established local Hispanic culture. The greatest difficulty serving Oregon's LEP populations is in the small, isolated communities of southern, eastern, and northern Oregon.

Oregon has responded to the shortage in two ways. The state has encouraged colleges and universities to apply for Federal Title II grants to fund programs that recruit in shortage areas like ESOL. The University of Portland, a private university, has redesigned its undergraduate program so that ESOL—usually an endorsement added at the graduate level, is part of pre-service preparation. Oregon universities are also beginning to use technology in ESOL training. A few universities are experimenting with online programs and interactive video "so that people in remote areas have access," said Samek.

New Jersey: Hiring Teachers Online

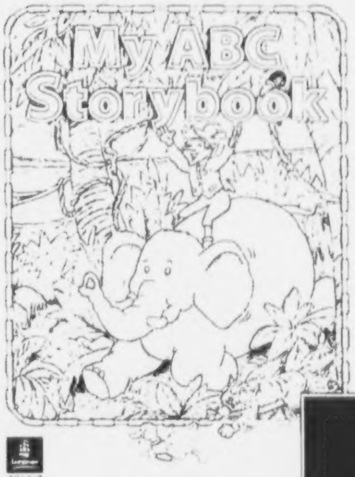
According to Richard Vespucci of the New Jersey Department of Education, the state has developed two recruitment initiatives that address teacher shortages. First, New Jersey has hired two full-time recruiters who visit college campuses and job fairs to tout the benefits of teaching in the state. Second, the state has developed a free online hiring service called NJHIRE, where applicants submit resumes and school districts post openings. Vespucci notes that 300 applicants in ESL and 144 in bilingual educaton have posted their applications on the site, but he was unable to speak to the site's effectiveness in filling empty teacher positions.

States like those highlighted above have expanded ESL teacher recruitment, modified certification requirements, tried to reduce turnover, and used technology to alter delivery methods. Yet the issues are complex. Richard M. Ingersoll, who studies issues in the wider teacher shortage at the University of Pennsylvania, believes that addressing teacher turnover would be far more effective than the current emphasis on increasing teacher supply. But right now, educational administrators clearly believe that increasing the supply of ESL teachers is the way to go. Whether their efforts will be effective in reducing the shortage remains an open question. ■

Get Qualified!

To encourage teachers to get qualified by enrolling in the course which is right for them, *Language Magazine* in conjunction with *Careers in English Language Teaching* is building an online resource of ESL teacher preparation programs. Go to www.languagemagazine.com/eslprep/ to find the course you need!

Note: 1. Educator Supply & Demand in the United States Report 1999. (American Association for Employment in Education)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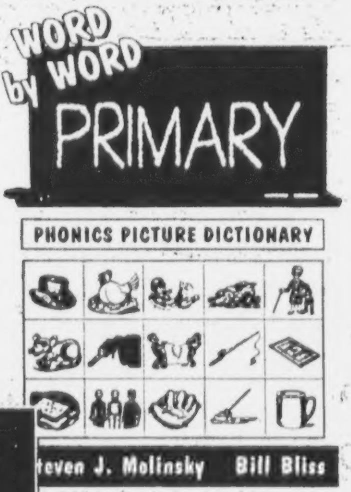
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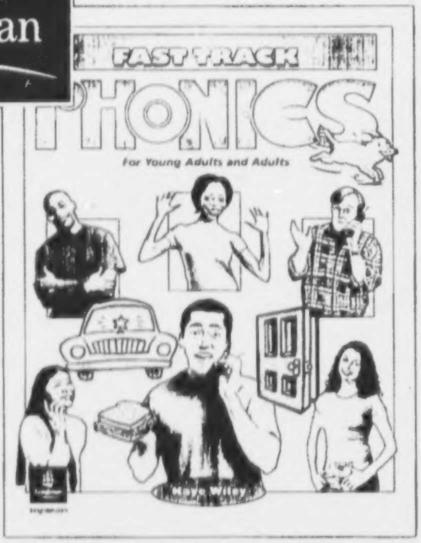
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To Plan Or N

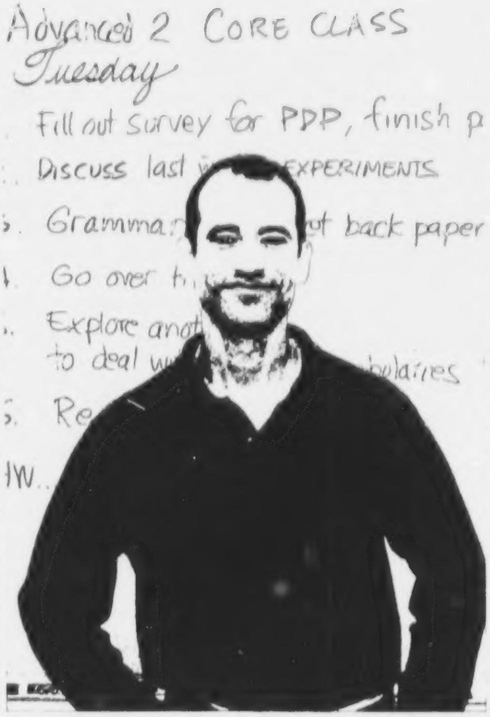
The time and energy spent on lesson planning often reflects a teacher
Arnie Cooper praises practical planning and plenty of it while on the

The way we approach our work is often influenced by our personality. This is especially true in a field such as second language instruction where we must invest so much of our "selves" in our jobs. As a person who is guided by resolution I am what some of my colleagues might term a "chronic planner."

For me, the notion of walking into my classroom on Monday morning at 9am without a carefully laid out schema of activities leads to unnecessary anxiety. Not that I plan out each and every minute—I certainly do not follow a "script"—but it's a rare situation when I don't have my ideas for the next five days etched clearly on my white legal pads.

Why do I do this? Apart from my psychological profile, there are pedagogical reasons for creating a vision for upcoming lessons. One is to avoid fragmented classes. By knowing, for example, that next week I'll be teaching the Present Perfect, I can ensure that the appropriate aspects of the curriculum get covered. This will also give me ample time to create effective, presentable worksheets and assemble thoughtful and engaging materials. By knowing ahead of time what I'll be doing, I can, for example, have enough time to find newspaper articles, tape radio and video reports or assemble a collection of relevant web sites that correspond to my lessons.

Even more significantly, with planning comes the ability to see the "big picture". Such an approach helps create a sequence of lessons that is both logical and comprehensible and above all provides a strong connection between past and future coursework. This is important especially for lower level students who feel more comfortable in routine situations that afford them a level of control. As research has shown, a student's sense of mastery of the external environment is critical to the language learning process. This is not to say I abhor flexibility. Indeed, there are numerous occasions in which one must abandon a lesson completely, owing to the students' mood or external events. For example, would it have been appropriate to teach pronunciation after a world-transforming event such as 9/11?



Arnie Cooper believes in planning.

On the other hand, is it pedagogically sound to base a lesson exclusively on the rhythm of the class? This is not to say that needs assessments are not useful. Certainly, such an activity is essential before setting out to structure a course. And ongoing feedback sessions can help an instructor make sure he or she is accommodating the diverse needs of the students. However, relying too heavily on the mood fluctuations of learners is a formula for losing control of your classroom.

As I see it, my "obsessive" planning affords me the freedom to be flexible, since I can walk into the classroom relaxed and confident—ready to face any unforeseen challenges. What's more, I don't need to worry about whether I'm covering enough of the material. The overwhelming majority of language programs do have curricula and though they shouldn't be etched in stone, I see no problem incorporating their guidelines into my teaching.

Beyond the classroom, another issue favored by my approach is the prevention of job burnout. So often I've observed other teachers frantically pulling out their hair minutes before their class. "What am I gonna do with my writing class?" "Do you have a video I can show my Advanced Film students?" "Oh my God, I forgot that I was supposed to give my core class their mid-term today!" These are just some of the comments I've heard my non-planning colleagues make over the years.

I suppose they prefer to invest their energy in achieving a "dynamic flow experience" with their students. But I have to wonder how frequently that happens. Students may even be happily entertained by that last minute Scrabble game or bonding activity at the local coffee shop. But I suspect such an approach often results in classes that fail to meet learners' needs adding to an instructor's already stressful existence.

Of course, this is not a clear cut issue. It is not a question of planning vs. non-planning. However, in my view, shifting the balance more toward the planning side helps students make the most of their language learning experience and helps teachers effectively manage their course loads and their lives. ■

Arnie Cooper teaches Media Literacy, Creative Writing and other ESL classes at UCSB's International Programs, Santa Barbara.

ot To Plan...?

ersonal preference to class management. On the left-hand page,
ight, **Nimita Dhirajlal** advocates taking the flexible approach.

Throughout the history of teaching, lesson planning has been given great weight in determining whether the teacher is organized, knows where he/she is going and the objectives the students are to achieve by the end of the course. It gives a sense of security, continuity and supposedly shows progress in the students.

However in the art of teaching a language, I question the validity of such a technical approach. Language entails culture, a new means of expression, a living force that serves to give a voice in communication. It is circular in nature and cannot be exposed in a linear manner where a+b=c. We know that grammar changes its rules according to its different uses in time, we know that the use of slang has led to further confusion in the construction of the language, and we are aware that different forms of expressions are accepted in the countries where English is spoken. All this adds further confusion to ESL/EFL students when attempting to learn the language.

Moreover, there are the psychological barriers to be considered among the learners of English; the fear and anxiety that resides behind the learning, the confusion generated by the nuances mentioned above and the difficulties in correctly pronouncing the new words in order to be clearly understood. A greater challenge is presented when you have a room full of students struggling with all these aspects, adding more tension in the classroom environment as a result.

These are the reasons why I have come to look at teaching English in a more organic nature. Although the students are given a syllabus at the beginning of the course, my main goal is to get them more comfortable in expressing what is more important to them in their present moment. Through genuine expression, the need for correct use of language is naturally integrated. After the students are given their syllabus, we form a circle where each student is given a voice to share their interests, their needs to learn the language and the challenges they are presented with. This serves the teacher to take either mental/written notes in where they have to modify the structures they may have originally planned by presenting content that is meaningful for the students. This can be done at any level.

Nimita Dhirajlal believes in flexibility.

When you take the students' real needs into account, they automatically feel validated and more open to receiving the learning. After all, teaching and learning go hand in hand. They are symbiotic in nature. One can find oneself covering the goals in the syllabus, but with the flexibility of adapting these to the genuine interests of the students.

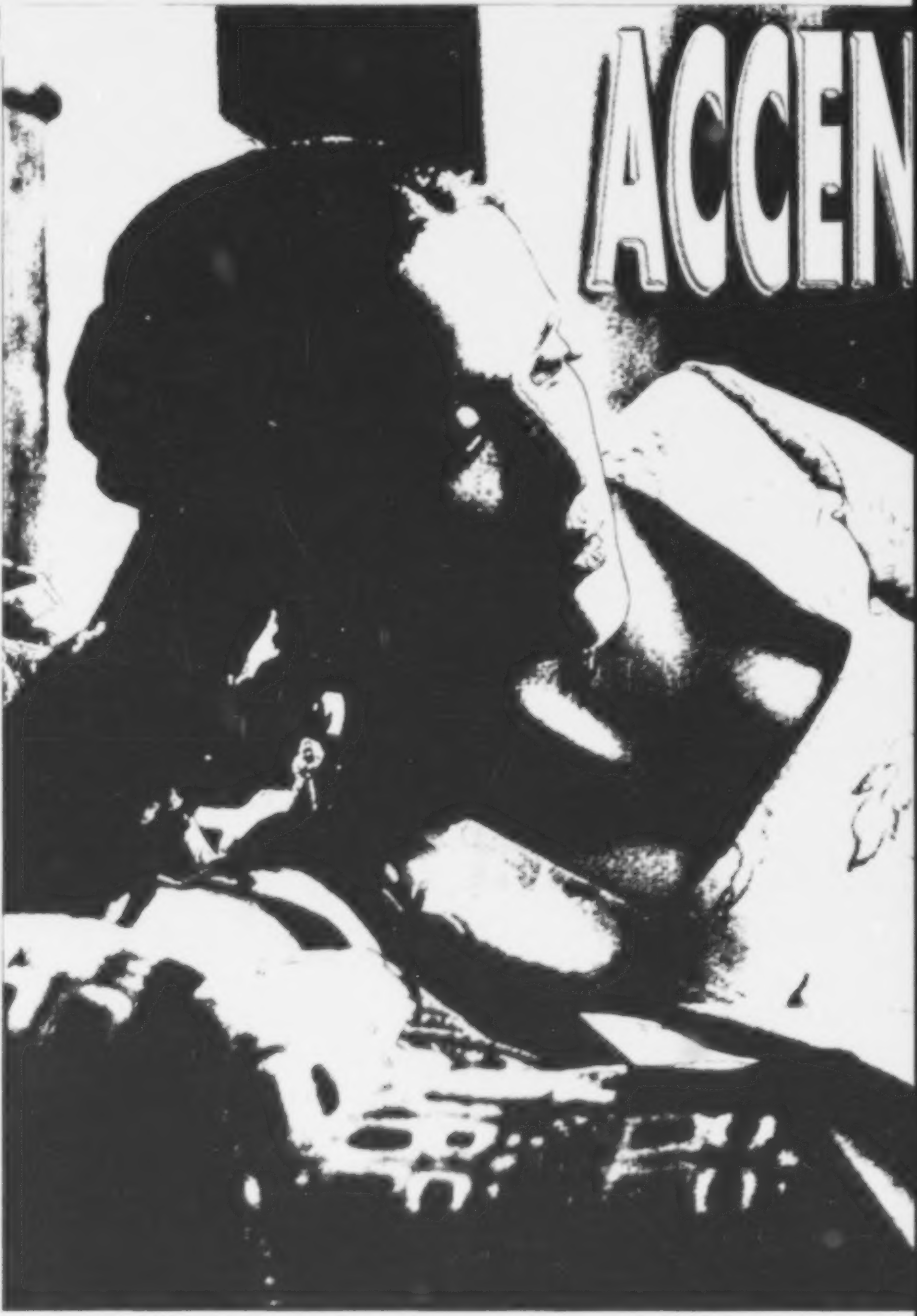
A check-in session is also encouraged at the end of every topic/aspect being taught. The students are asked to give feedback on what they have learned, what is still unclear for them, what they enjoyed and what they didn't. This can be varied in written format or may be orally expressed. Again, this serves the teacher to modify anything that may not be working for the students or to assess their progress. The feedback should not be taken as a threat but with a degree of openness to help guide the teacher to continue helping the students in their learning.

Ongoing assessment during the class is also fundamental. Each moment tells us where the students are at in their learning. If they have not mastered the aspects being taught by the end of the class, what is the point of moving on to a new aspect which will lead to further confusion?

True lesson planning is an art. It is an art where the students are given a thread to work with, but it is their responsibility to weave it into their own creative tapestry where the meaning of true expression is conveyed. The teacher's responsibility is not to merely cover the material they have planned, but to facilitate the students to add meaning to what is being exposed. By doing this, the linear pattern of teaching becomes circular in nature, where not only are we learning to express ourselves correctly, but also learning from each other's interests, challenges and cultures. Hence, as a result a community of healthy expression is taking place by the end of the course. Openness and receptivity are the key factors to determine the flexibility behind lesson planning. There is much to learn from these as teachers. ■

Nimita Dhirajlal teaches ESL classes at UCSB's International Programs as well as teacher training courses in the TESL Certificate Program at UCSB.

Steven Donahue explores how Mexican superstar Salma Hayek developed her English accent for Hollywood with the help of dialect coaches, accent improvement lessons, and every pronunciation trick in *My Fair Lady*'s flower basket.



Hollywood star Salma Hayek as Frida Kahlo in the movie *Frida*.

The Hollywood entertainment industry may be the ultimate intensive language crash-course. Overcoming a foreign accent is a barrier that imported talent faces in breaking into the American film industry. But with a stable of dialect coaches such as Jess A. Platt, who instructed Mexican-born Salma Hayek in the movie *Dogma*, second language actors and actresses perform better, even accentless in their onscreen roles.

However, it's not just about eliminating an accent and creating stars that uniformly sound like they grew up speaking English in the Midwest. Rather, pronunciation experts build upon native speech patterns, turning an accent weakness into a bilingual strength, as the fuel for an American cinema career.

Turning a possible deficit into a strong point and overcoming linguistic barriers has always been a characteristic of actress Salma Hayek. When she came to the United States in the early 1990s, she thought she would have a head start because she spoke some English. "When I went to acting school, it was so depressing. Nobody could understand a word I said. I couldn't get around Los Angeles without calling friends on a cell phone, that's how bad it was. I had to dedicate two years of absolute devotion to learn English." Intensive study, both in English and acting (under Stella Adler), landed Hayek a role alongside Antonio Banderas in *Desperado*.

Amusingly, since Salma Hayek had not mastered English slang, she was convinced that her American film career was doomed when critics hailed her 1999 performance in *Desperado* a 'knockout.' This comical misinterpretation of English idioms left her close to tears, she recalled, "The reviews came out - I read 'Salma Hayek: bombshell', and because I didn't know English that well, I just thought, "Oh my God, I've bombed the movie. Then I read that the audiences had been 'knocked out' by my performance, and I was sure that meant they had fallen asleep whenever I came on screen."

Overcoming Accent Roadblocks

Noting that New York-born superstar Jennifer Lopez's Spanish is not exactly stellar, and that she does not face the tough linguistic hurdles authentic Latin talent like Hayek encounters, Salma says, "Jennifer Lopez doesn't have an accent. She grew up in New York speaking English, not Spanish."

"Her success is very important because she represents a different culture, but it doesn't help me. The biggest obstacle for Latino actors in Hollywood is the voice and the accent. In the nine years I've been in Hollywood, it's never been about how I look. The moment I open my mouth, the

LESS IN AMERICA

other talent, such as Brad Pitt's masterful rendition of an obscure English "Piker" accent in *Snatch*, is still measured by.

Speech-therapist-turned-dialect-coach Jess Platt did help Hayek, though, with a repertoire of accent reduction tricks. His proven bag of pronunciation hints helped Sir Michael Caine in *The Cider House Rules* perfect a true Yankee accent. But whether teaching Brits to sound American, giving Americans a London BBC accent, or helping foreign talent be more intelligible, many of the same vocal 'band-aids' are applied by Hollywood coaches.

Tongue Tricks

Perfect pronunciation is a trick in the tongue, or is it? Edith Skinner, the doyenne of speech in the American theatre, developed an approach using the International Phonetic Alphabet or IPA. The IPA strictly relegates a single symbol for each sound. Since there are over 40 sounds in English, more than the 26 letters of the alphabet, a few symbols are borrowed from Greek and other scripts.

Not all coaches follow Skinner. Some shy away from the arcane IPA symbols. New York-born dialect coach Platt says, " When I was a kid, I lived on East 59th Street between Beverly and Clarendon (nobody pronounced the first 'N'). Meyer Levin Junior High was pronounced 'My 11', since final 'R's aren't pronounced in East Flatbush," he explains. As Platt adds, " With all these wonderful pronunciations, it's no wonder I went off to California and became a dialect coach in films. Teaching John Malkovich to sound like a Brooklyn thug is easy when you grew up on 59th Street!"

> "With all these wonderful pronunciations, it's no wonder I went off to California and became a dialect coach in films. Teaching John Malkovich to sound like a Brooklyn thug is easy when you grew up on 59th Street!" - Dialect-coach Jess Platt

problems begin. Speaking English is the toughest thing I have to do every day of my life in Hollywood."

Hayek's time may have come. Accent authenticity in cinema is certainly becoming more important. In the 1950s, Katharine Hepburn could get by sounding the same whether she was a Philadelphia socialite, Eleanor of Aquitaine, or Mary Queen of Scots. A dialect coach, originally called a 'Dialogue Coach', is now becoming standard on the credits of many movies from *Braveheart* to *Moulin Rouge*. The watershed for authentic accents was Meryl Streep's Oscar-winning performance as a Polish woman in *Sophie's Choice*. She subsequently set a new linguistic bar with her Italian, Irish, and regional American accents that

To get actors to think outside their voice box, dialect coaches rely on tongue twisters, listen and repeat exercises, studying audio and video tapes, reconnaissance forays to pick up on the nuances of local accents, breathing, and vocal exercises, sometimes before a mirror. Techniques differ depending on the individual actor and coach. The lessons usually include topics such as diction,

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"Salma Hayek's language journey shows that Hollywood is proving America can still be the land of equality and opportunity. But dismantling language roadblocks and becoming a successful star has not come easy."

from p.21

tongue placement, and pitch. Specialists, "dialecticians" specialize in regional or national accents.

Generally, a coach starts by breaking down the script phonetically. Then word lists are generated, usually involving what are called 'minimum pairs'. Minimum pairs are words that differ by one letter, for example, *Pat* and *Bat*, to improve a Spanish actor or *Mary* and *Merry*, to affect a Southern Accent. Sentences are built upon lists of words, for example, *Mary seemed quite Merry when she was to Marry*, or *Give the Fat Cat a Pat with a Bat*. Some are sticklers for dying patterns, such as the breath of air present after the W in the word WHITE, said *hwaWhite teeth*, so enunciated by pronunciation mavens in the United States.

Technology has also come to the assistance of the dialect coach. Most coaches have many real world dialect tapes or sample video tapes for listening to accents. Platt notes, " I use the WWW all the time to get authentic samples of dialects. The last film I did was with Jeremy Irons (in *Against The Current*) who had to be F. Scott Fitzgerald, and I downloaded some poetry that Fitzgerald had read."

Accent On Hayek

In an apparent triumph for bilingualism, the most authentic accent may have won out because Hayek and Lopez were set to battle it out on the big screen. Both were spearheading movies about Mexican painter Frida Kahlo. Hayek has Antonio Banderas and Ashley Judd on board; Lopez's rival movie had Francis Ford Coppola producing it. In 2001, just a few days before filming was to begin, Lopez decided not to go forward with the Coppola film. Miramax is planning to release Hayek's *Frida* later this year.

Just who is Frida Kahlo? She is the Mexcian artist whose self-portrait sold for 1.5 million at Sotheby's in 1990. She was also the mistress of painter Diego Rivera whose art was bought by Nelson Rockefeller (played by Ed Norton in the Hayek movie). The aging Leon Trotsky, exiled from Russia, fell in love with her in 1937, a year before his murder in Mexico. Jess Platt worked his dialect magic with Geoffrey Rush on Frida teaching him the Russian accent for Trotsky.

Salma Hayek's language journey shows that Hollywood is proving America can still be the land of equality and opportunity. But dismantling language roadblocks and becoming a successful star has not come easy. When Will Smith read that his leading lady in *Wild Wild West* was named Rita Escobar, he asked director Barry Sonnenfeld to cast Hayek in the role. "I had to audition for Barry three times. He didn't want me and I don't think the studio did either," she recalls. Hayek's steely determination and devotion to mastering a new tongue is a success story that all language learners can take inspiration from. If Salma can make it in Hollywood, second language students can make it anywhere, with the help of good teachers and tutors. ■

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Price:	**$24.95**
Binding:	**Paperback Original**
Pages:	**240**
ISBN:	**0-9678356-1-5**
Publisher:	**American Language Press**

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TEACHIN

John J. Pint introduces th

If the Silent Way is a method for teaching foreign languages, it is a most unusual one, for its inventor, Dr. Caleb Gattegno of Alexandria, Egypt, repeatedly insisted that "the Silent Way is not a method at all."

Gattegno, in fact, dedicated his life to a much broader field which he called *The Subordination of Teaching to Learning*. He held that good teaching must always conform to the demands of learning and he spent most of his life investigating what those demands might be. Gattegno dismissed traditional teaching as being too concerned with filling memories rather than educating students' awareness, which, he declared, is the only thing in us that is educable. Over the years he applied his discoveries about awareness and learning to ordinary school subjects such as mathematics, reading and language teaching, in every case transforming a traditional discipline into something the world had never seen before.

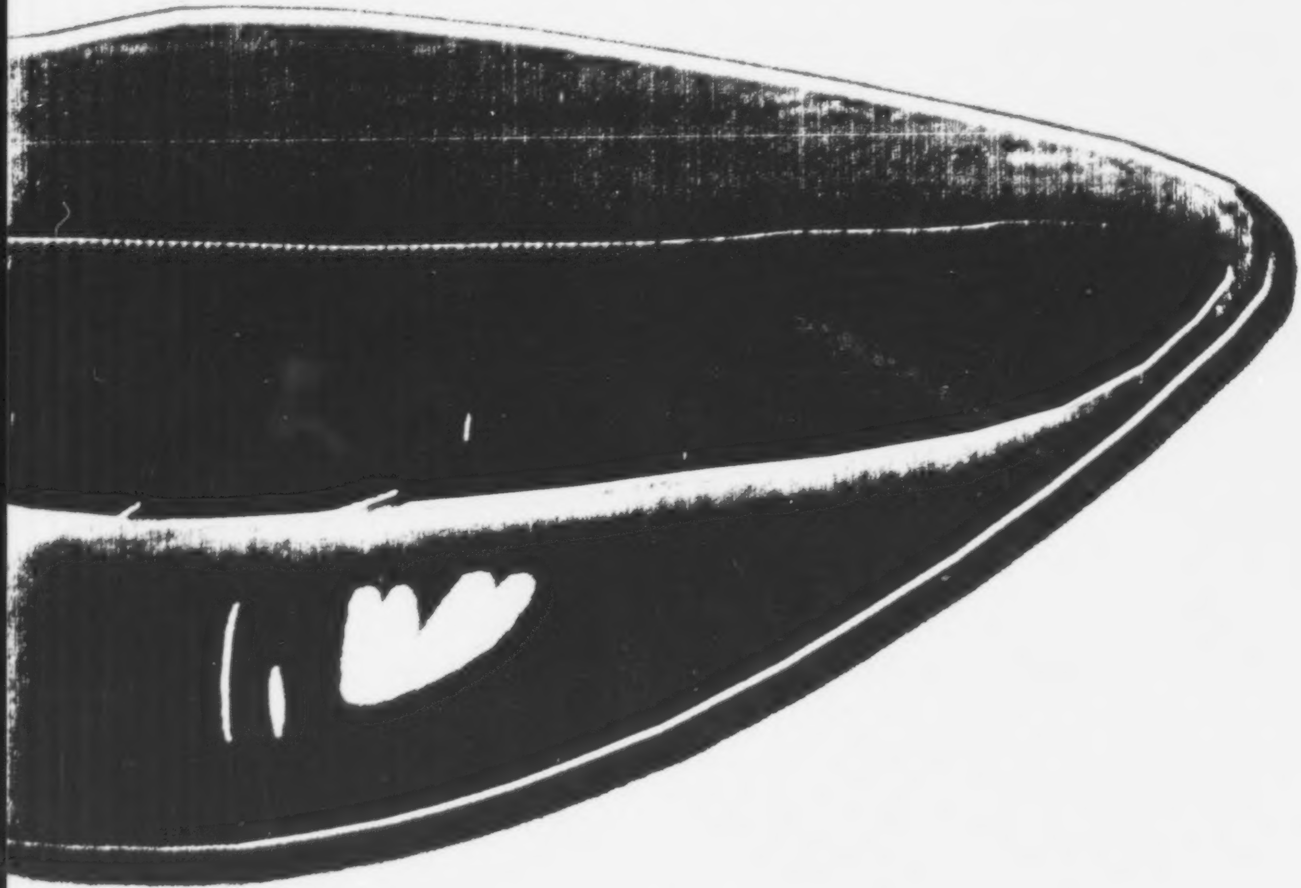
In the Silent Way, Gattegno developed a number of highly adaptable "tools" that can be used to make students aware, for example, of the intricacies of a language's grammar or the pitfalls of its pronunciation. Typically, these tools permit such clear insights into complicated subjects that no explanation by the teacher is necessary. In an effort to show teachers that repetition and explanation were of far less importance in language teaching than educating awareness, Gattegno would teach Arabic, Hindi, English or Spanish "the Silent Way," without ever uttering a single word. Whether he was teaching languages, algebra or adult literacy, Gattegno's classes were so dramatically successful that he was frequently referred to as "The World's Greatest Teacher."

Whereas a typical teacher might walk into a classroom with a lesson plan in mind and a textbook in hand, a Silent Way teacher might enter the room with a box of colored rods and a very open mind. In their attempts to describe a situation created with the rods, the students might find themselves in need of an expression like "It won't fit because it's too long," or they might run into problems trying to ask "What did she do?" Neither of these situations may have been planned by the teacher, but both offer possibilities for further exploration and practice by the students. Since there are no book pages to cover, the teacher and students can spend as much time as they want on understanding and using "did" for example. Allowing all the time necessary to get to the bottom of a new structure and practice it thoroughly often means that the students have "got it for life" the first time around and don't need to review it again and again as they do in normal language courses.

The open ended materials and games developed by Gattegno for the early stages of language learning include a box of rods of various lengths and colors, a set of pictures and worksheets, charts showing the principle function words of the language and special charts presenting all the sounds and spellings of the language in one panoramic view. But more important than these materials is the way they are used. For example, self correction techniques play a key role in a Silent Way classroom. Various gestures, especially those employing the fingers, are used to help students correct their own mistakes, rather than rely on the teacher to make the correction. Here teaching is subordinated to learning because good learning

THE SILENT WAY

evolutionary teaching methods of Dr. Caleb Gattegno.



> "Self correction techniques play a key role in a Silent Way classroom. Variou gestures, especially those employing the fingers, are used to help students correc their own mistakes, rather than rely on the teacher to make the correction."

demands that any language student carefully observe his or her own speech. Self correction could be called a Silent Way technique, but in reality, it is a common sense technique that has been and will always be discovered by anyone trying to serve the best interests of learning. This might clarify why Gattegno referred to the Silent Way not as a method but as a common sense way to teach foreign languages. Adding a personal note, teaching a language the Silent Way feels much like leading a team of investigators on a voyage of discovery. Like detectives, the students pounce upon each piece of the puzzle they find and as they put them all together, they become as confident as their teacher in their mastery of the new language. In fact, it is not unusual for both teacher and students to feel exhilarated aft working for six hours during an intensi course. ■

John J. Pint, MA TESL, has conducted workshops and se nars for language teachers all over the world. Since 19 he has lived in Jeddah while exploring the unusual c beautiful caves of Saudi Arabia. To find out more ab John's work, go to www.saudicaves.com

Tongue Tied and Twisted?

In the second part of his look at adult learners and their attempts to learn foreign languages, **Charles Heinle** discusses the methodology of pioneer linguist, Dr. Paul Pimsleur.

Recent surveys of American adult language learners reveal that their priority is to acquire the ability to understand and to converse with native speakers in the countries they plan to visit for business or pleasure and to communicate with non-English speakers living and working in their neighborhoods in the new global village.

These excellent and worthwhile reasons are going a long way to remove that stain on the American life and culture typical of the attitude held by many Americans as reported over 40 years ago by William Lederer in *The Ugly American*. At that time, Americans were considered arrogant, insular, and shortsighted in their unwillingness to communicate with non-English speaking people.

Why then aren't Americans accomplishing their expressed wish to speak and communicate in other languages? Could it be true that Americans are tongue-tied and cannot learn to speak any language other than English?

Clearly it is not the case that Americans cannot learn to speak other languages—just consider the thousands of Peace Corps volunteers and the intensive language training programs which appeared on the scene after World War II, when Americans proved they could learn to speak other languages!

Certainly motivation is an important factor in the process. But, given appropriate motivation, is there one reason that prevents anyone from learning to speak a language? On the other hand, is there a single reason that will guarantee that anyone can acquire the communication skills of another language?

Let's listen in on a conversation reported between several university foreign language teachers discussing assignments in a recent meeting in an American university:

"I'll teach anything but conversation," a colleague once commented during a course scheduling meeting. Another echoed "I know what you mean, it's impossible to get them to open their mouths so you end up doing all the talking," "Lets face it—conversation classes are never as rigorous," remarked a third, adding that in her view, "what students really need is more grammar.[1]"

If this exchange were truly representative of teachers' attitudes, it would appear that there is really little hope for a learner to achieve spoken fluency in any language. It has been argued for years in academic circles that knowledge about language, for example grammar rules and translation practice, is what students must acquire—which leaves no time for genuine spoken-language practice—hence the lack of ability to acquire speech. Just the opposite happens in the case of Peace Corps and Army training, where the objective is to teach only those things that contribute to acquiring spoken language proficiency.

There is no need to comment further on present-day academic language study: it leads to a university degree, and since university schedules are full, there is no compelling reason to change the university foreign language requirement to what university professors consider a vocational-school concept of language instruction.

It was into this linguistic battlefield that Dr. Paul Pimsleur, the director of the Listening Center at the Ohio State University in Columbus, introduced his theories. Coming from a background of test development in secondary school foreign-language assessment, he felt that two components were missing in academic language teaching: materials and classroom practices. He discovered that adult language learners were unable to acquire fluent speech by breaking down a language into its component parts, in accordance with the academic

philosophy of language teaching. As a result of his research, he published a challenge to the language teaching profession, which appeared in Dr. Albert Valdman's book *Trends in Language Teaching:*

"It does not matter how many pious things are said about the importance of speaking the foreign language or of reading it, if tests are collections of fragmentary facts about grammar, vocabulary, and even pronunciation, returned to the teacher by the student in much the same form in which he received them but never out together into a fabric of habits we call a skill. Tests are the truest reflections of the teacher's pedagogical aims: he should be aware of his tests, for they tell the truth about his objectives as a teacher."

It became obvious to Dr. Pimsleur that since language is communicated as speech, adult second-language learners could only acquire spoken proficiency in other languages if they were presented as language-in-use, as integrated speech. This approach required a completely new language teaching methodology to be developed to provide a way for adults to acquire practical, spoken-language proficiency skills.

Dr. Pimsleur was neither the first nor the last linguist to observe that specific, culture-based languages exist as an essential part of human life among specific language communities. But he was the first linguist to develop and create teaching/learning materials based upon this observation.

One of the heated issues in the language-learning battleground is the extent to which explicit knowledge of the language on the learner's part is useful in spoken proficiency. The tendency in much of traditional language study has been to disassociate language and experience in such a way that language is seen as a neutral form of the parts of speech.

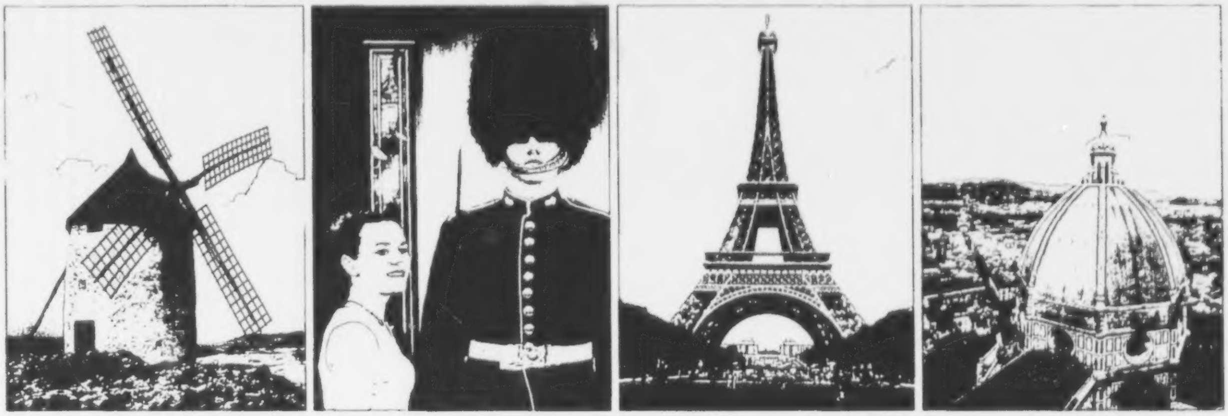
The most serious and confusing of the language myths is the one which suggests that we can disassociate language from meaning, to isolate form from function or form from content. Where this myth has been applied, teaching language has become a matter of teaching about language rules (normally grammar rules) and as history has demonstrated, such teaching rapidly degenerates into an arid pursuit of parts of speech and to parsing isolated sentences. Is it not significant that the skills acquired with the greatest difficulty by school-age students are reading and writing their own mother tongue?

Adult learners who try to learn to speak a language using a printed text are missing the essential elements of a language; the sound based melody; the intonation; the music that reveals the grammar and the meaning of spoken language (speech).

Ever since the invention of printing, written language has been impacting the way adult learners go about selecting the foreign language materials they purchase. As it has turned out, however, Dr, Pimsleur's research has clearly revealed that the written language simply adds another level of difficulty to learning spoken communication, and in fact has prevented learners from acquiring the power of speech in another language. The description "visual learner" has been defined in today's environment as an adult language learner who would rather read than speak. Every year many adult language learners continue to select foreign language materials based on written language teaching methods and then blame themselves for ineffective language learners when they fail to communicate with foreign nationals. ■

Note:

1. In Foreign Language Annals , Vol. 34 , No. 6, the Journal of the American Council on the Teaching of Foreign Languages, Dr. Sharon Wilkinson, Assistant Professor of French and Coordinator of the Basic French Program at West Virginia University, reports in an paper discussing redesigning the university Conversation Course the following. "Such perspectives are not uncommon and seem to represent the extremes of the two main approaches to teaching instructional skills," comments Dr. Wilkinson.



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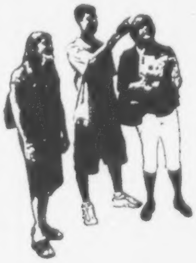

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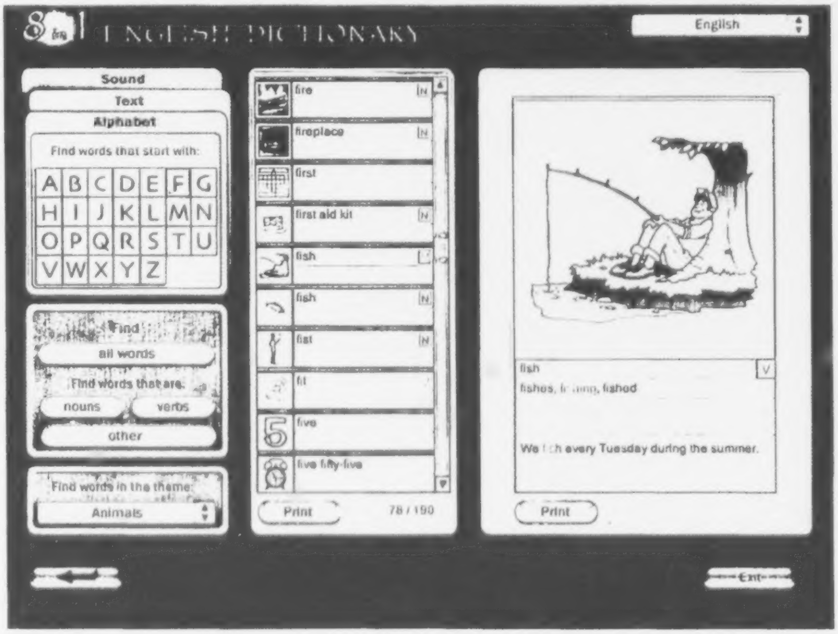

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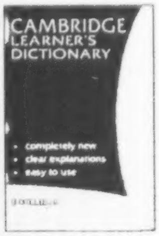
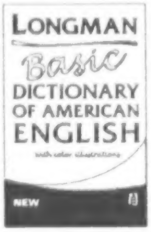
ESL Picture Dictionary Round-Up

Illustrated dictionaries have become very popular with ESL students over the last few years. Here's a round-up of some of the most popular examples:



The **Cambridge Learner's Dictionary** is described as a complete dictionary for English language-learners. The CD-ROM contains the full text and sound recording of the American and British pronunciations of each word. System requirements include CD-ROM drive, VGA monitor, Pentium 166 MHz or higher, mouse, sound card, 32MB RAM, and 20MB hard disk space.

The *Cambridge Learner's Dictionary* is very up-to-date with the features of the latest generation of reference books, including thumb index, color pages of themed word fields, study pages on grammar, sections on letter writing, a good guide to what's what in the dictionary, phonetic symbols exemplified at the bottom of each and every page, and even exercises with an answer key.



Longman Basic Dictionary of American English contains clear, simple definitions, written using a defining vocabulary of only 1,000 words, so students should understand the explanations. Helpful, natural examples illustrate the words and phrases in typical contexts, so students learn as well as understand.

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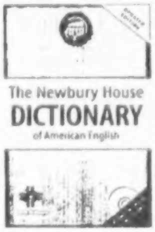

The Newbury House Dictionary of American English with CD-ROM has been updated with new frequently-used terms such as: WNBA, reality check, HDTV, and soccer mom. It features a built-in activity guide and fully searchable CD-ROM in which students can hear all 40,000 words pronounced and view more than 2,000 full-color photos and drawings.

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continued p.30

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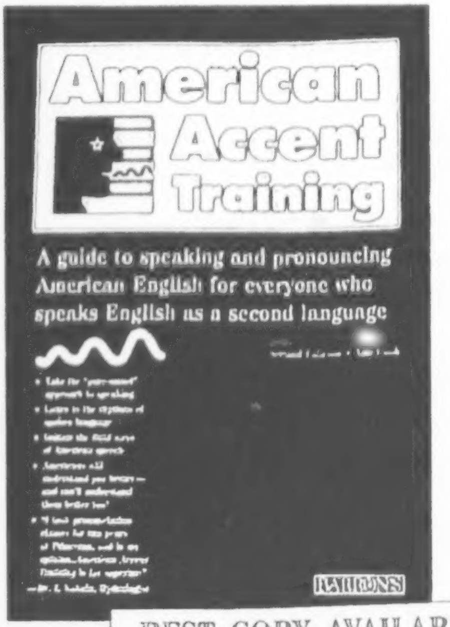
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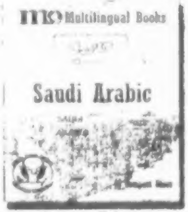

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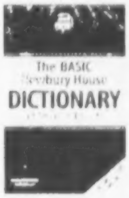
in IPA format (the one used in most countries), not the American format. There is a sample sentence with each word to help explain the meaning. For people who need to get acquainted with a dictionary, there are about 50 pages of dictionary activities located in the front. A popular choice with students.



The Basic Newbury House Dictionary of American English is a hybrid of picture dictionaries and learner's dictionaries with 15,000-words and 3-4 illustrations per two-page spread.

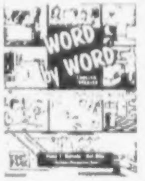
Entries are defined using a controlled vocabulary of 2500 words and over 750 illustrations. Clear, concise definitions written in common vocabulary offer new learners simple, but accurate meanings. Vocabulary sets are put together throughout the dictionary (e.g., interviewing for a job, workplace vocabulary, etc.). Cultural and usage notes expand definitions with relevant information about the American English language and life in the U.S. Helpful appendices containing maps, encyclopedic information, and irregular verb charts introduce students to the world of reference materials.

The New Oxford Picture Dictionary presents over 2400 words contextually on 102 illustrated pages. The topic areas included make it a very useful text for basic vocabulary acquisition.

It is a comprehensive reference to everyday vocabulary and provides an introduction to content areas. It can be used as a resource for portraying American culture or an independent picture dictionary or, with components, a comprehensive vocabulary development program for children and adults.

A teacher's guide, Workbooks, activity books, cassettes, transparencies and even playing cards are available to complement the dictionary.

The Basic Oxford Picture Dictionary has been developed to meet the needs of low-beginning level adult and young adult students. It is an essential tool for learning basic, real-life vocabulary. Its comfortable size and design make it an ideal resource for students with limited literacy skills. Together with its components, it forms a comprehensive and flexible program for the teaching of key vocabulary and basic survival skills.



The Word by Word Picture Dictionary uses a unique conversational approach to give students communication practice with every word. Over 3000 words are presented through lively, color illustrations, offering students the key vocabulary they need to know in a wide range of situations. Model conversations depict situations in which people use the words in meaningful communication. Writing and discussion questions encourage students to relate the vocabulary and themes to their own lives.

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Tracey Weldon explores the distinctive features of America's only English-based Creole.

GULLAH GULLAH ISLANDS

Anyone who has traveled to the coast and Sea Islands of South Carolina and Georgia is likely to have heard the distinctive sounds of Gullah being spoken by African-Americans native to the area. While it is difficult to capture the true rhythm and sounds of Gullah on paper, the following excerpt from the tale *Ber Rabbit and the Lord*, as recounted by a resident of Wadmalaw Island, South Carolina, is illustrative of its character:

Ber Rabbit jump on Ber Gator head. When Ber Gator get cross to other shore, Ber Rabbit knock the Ber Gator in e head and knock all he teeth out, and carry em to the Lord.

As this passage from Patricia Jones-Jackson's *When Roots Die* illustrates, the vocabulary of Gullah is primarily English (described in linguistic circles as "English-based") but its distinctive nature derives from the African languages that contributed to its development.

Creole refers to varieties that emerge among speakers who do not share a common language. The term is also applied to these varieties as they develop into the native tongues of later generations of speakers. As the only English-based creole spoken in the United States today, Gullah (also known as Geechee or Sea Island Creole) traces its roots back to the days of slavery. Gullah developed during the Atlantic slave trade era among Africans who spoke a variety of mutually non-intelligible languages. They had to communicate not only with each other but also with their owners who spoke English. Thus Gullah, like the English-based creoles of the Caribbean, grew out of contact between English and a

continued p.33

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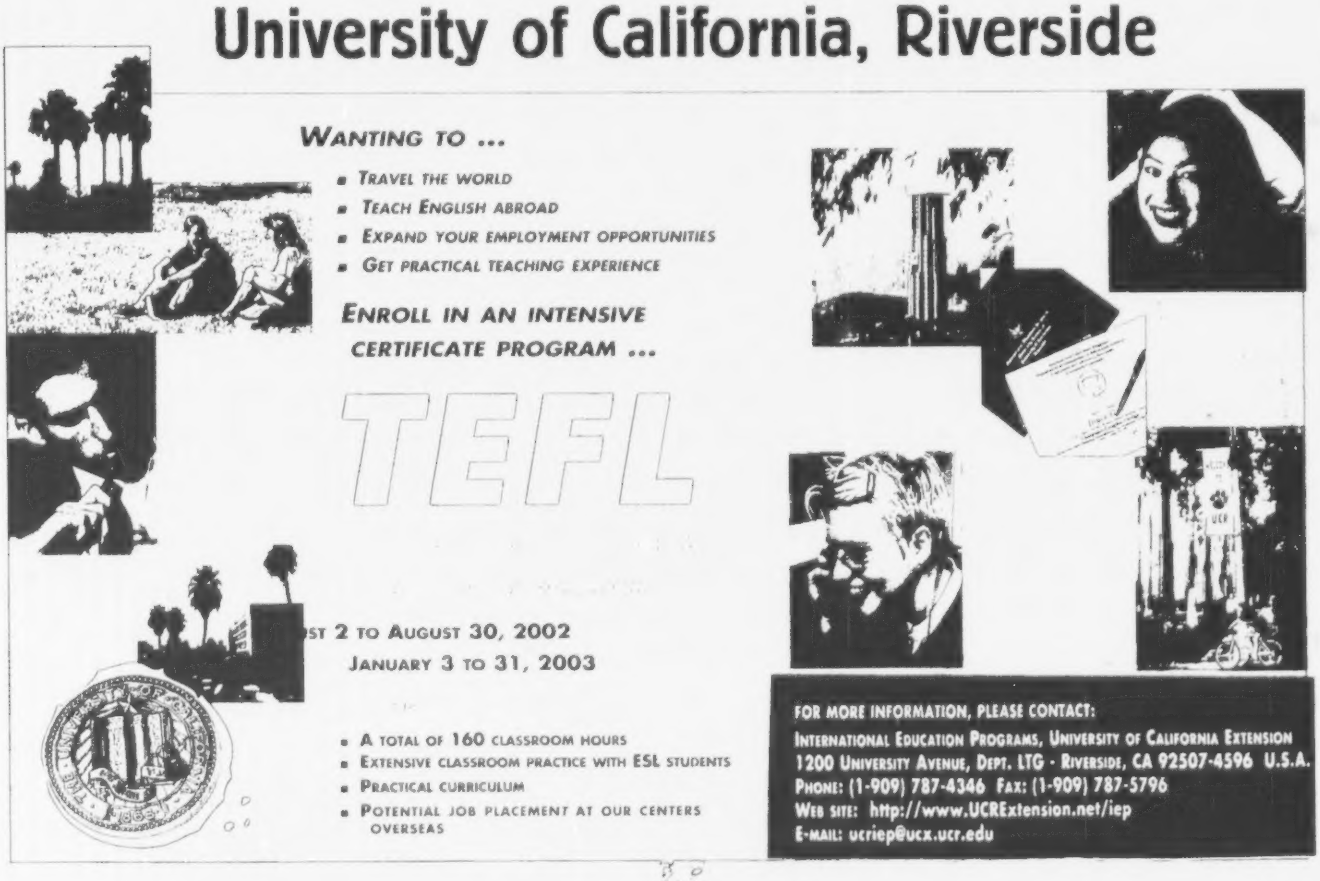
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from p.31

of West African languages spoken during this era. The structure of Gullah reflects these multiple influences.

Time Reference	Gullah	English
Past	I been work	I worked
Continuous:	I da work(ing)	I am working
Completed:	I done work	I have worked
Habitual:	I does work	I usually work

Gullah Features

In the Ber Rabbit example cited above, one can observe some of the distinctive grammatical features that are characteristic of the variety. One such feature is the variable marking of tense on verbs. Though taken out of context, this excerpt describes an event that occurred in the past. However, past time reference is not marked on the verbs themselves in this passage. Instead, past time reference is established at the beginning of the tale by the adverbial expression *once upon a time*. Gullah speakers also occasionally indicate past time reference through the variable use of the preverbal marker *been*. The sentences (inset) illustrate the use of this preverbal marker and others used for marking time distinctions in Gullah.

In addition to its verbal system, the pronominal system of Gullah also exhibits some distinctive characteristics. In the passage (p.31), the use of the pronoun *e* for his in the sentence *Ber Rabbit knock the Ber Gator in e head* represents one such feature. In Gullah, the pronoun *e* may be used in instances in which English would require the subject pronouns *he, she,* or *it*, as well as the possessive pronouns *his, her,* or *its*. In addition, one might find the use of the pronoun *um* used in Gullah where English would have the object pronouns *him, her*, or *it*.

Other grammatical features that characterize Gullah include the verb *say*, which may be used to introduce a quotation, as in *(H)e tell me, say, 'I ain't got no car right now.'* And the word for may be used in place of *to* in Gullah to form infinitival expressions, as in *He come for get the car washed*. Many of these distinctive features may be attributed either directly or indirectly to influences from the West African languages that contributed to Gullah's development. Such influences are also found in the vocabulary of Gullah, with words such as *buckra* meaning 'white man', *gumbo* meaning 'okra', and *tote* meaning 'to carry'.

Gullah's Origins

Linguists have attempted to reconstruct the course of events that led to the formation of Gullah. A number of competing theories have emerged from these efforts. Early descriptions of Gullah were non-linguistic, and often racist, accounts that attributed the distinctive features of the variety to laziness or to physical or mental limitations on the part of its speakers. Dialectologists, who primarily study regional dialects, later debunked these myths by showing the systematic nature of the variety and arguing that Gullah was an English dialect whose distinctive features were retentions from earlier varieties of British English. This theory was later challenged by Lorenzo Dow

continued p.34

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Misconceptions have discouraged the passing on of Gullah to children.

from p.33

Turner, whose book *Africanisms in the Gullah Dialect* led several scholars to argue that the Gullah system was primarily African.

In the 1960s and early 1970s, a theory developed that linked the origins of all Atlantic creoles to a putative 16th-century Portuguese-based pidgin spoken along the West African coast during the Portuguese monopoly of the African slave trade. Like creoles, pidgin varieties emerge in situations of contact among speakers who share no common language among them. Unlike creoles, however, pidgins typically are not spoken natively by any group of speakers, but are instead very simplified systems used as second-language varieties among speakers in contact situations. The belief was that as other Europeans entered the Atlantic slave trade, they relexified the Portuguese pidgin with their own native vocabularies, while preserving the basic grammatical structure of the original pidgin. Some scholars, therefore, argued that a 17th century West African Pidgin English emerged out of the English trade and was transported by the slaves to the North American plantations, where it was passed on to succeeding generations of slaves, eventually creolizing into Gullah. Others questioned, however, whether the process of creolization took place on the American plantations themselves or whether the slaves arrived on the plantations already speaking a creole. Proponents of the latter view argued that the creole developed either on the West African coast itself or on the island of Barbados before slaves were transported to North America.

An alternative theory suggests that Gullah emerged independently in the Carolina region between 1720 and 1750, as the growth of the rice industry, institutionalized segregation, and an African majority on the plantations created the need for communication in the form of a creole. In this case, Gullah would have been preceded in its development not by a pidgin, as proposed by earlier scholars, but by Africans in the colony speaking closer approximations to English. This theory is based on the observation that Africans would have had greater access to English during the early years of the colony's development, when Europeans formed a majority. It is not clear whether the variety of Gullah spoken in Georgia emerged under similar but independent conditions or whether the creole was directly transported to the Georgia coast by slaves relocated from South Carolina.

Gullah Today

Following the end of the plantation era, the distinctiveness of Gullah was preserved for many years by the isolation of the Sea Islands and limited travel to and from the mainland. Those who believed that a Gullah-like creole was fairly widespread on the plantations of the Southeast hypothesized that mainland varieties of the creole became more English-like following the breakdown of the plantation system as Blacks and Whites began to interact with one another on a more regular basis. This process, known as decreolization, has been said by some to have resulted in what is now recognized on the mainland as African-American English. In this sense, Gullah is believed to represent not only a modern-day descendant of the early plantation creole, but also a key element in the search for clues about the history and development of mainland African-American English.

Today, however, the building of bridges and growth of the tourism industry has resulted in a significant increase in mobility to and from the Sea Islands, which many believe has also contributed to the merging of Gullah with mainland dialects. It has led many, in fact, to argue that Gullah is in the process of dying. In addition, negative stereotypes and misconceptions about the variety have discouraged some locals from speaking Gullah or passing it on to their children for fear that they will be ridiculed by outsiders. Still Gullah serves an important function in the communities where it is spoken as a marker of culture, history, and identity. And while outsiders may not always be aware of the extent to which Gullah is used, it appears that both young and old Gullah speakers are at least subconsciously aware of its importance in their communities. This awareness alone may be enough to preserve the dialect for many years to come. ■

References and Suggested Readings:

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Tracey L. Weldon, Assistant Professor of Linguistics, English Dept., University of South Carolina

Frustrate/Communicate

I want you to hear what I have to say.
I would like you to recognize me as an intellect.
Don't nod your head while I speak,
Smiling sarcastically as I express an idea.
You look as if you're humoring me;
Pretending to understand won't make me feel better.
It will not help me improve my English.
No, maybe I am not from your country
And maybe I didn't grow up with your culture,
But I am an individual who wants to relate to you.
I want you to hear me
And see that I too
Can have great opinions
On everyday social events, despite the fact
They may originate from your mother tongue.
I find it depressing
While I sit here,
Facing you,
Full of feeling;
Trying very hard to put this feeling
Into your language

And all the while,
You smirk at my mistakes
Or stare at your watch,
Wishing I could speak
Faster
So you can go back to doing your "native" things.
I feel numb now
While you stab my tongue with your impatience.
I cannot even get one word out
Without it being flawed.
Stop starting at me.
I am not a child.
You are not my parent.
I am as inquisitive as a child,
But your eyes trace over
My physical appearance
Then your prejudice
And/or ignorance refuses
To assist, answer and understand.
This city is so big
And yet
You refuse to share any of it with me
Because I am invading your space,
Your territory,
Your culture.

The culture that originated
From the blood, sweat and tears
Of immigrants, like myself,
Seeking out
"The land of opportunity."
You don't care nor ever will.
You stand there and you laugh.
You can't wait to tell your friends
How you met a foreigner
Who could not speak one word of your language,
Wasting YOUR precious time
And space.
Laugh while I weep
In shame and embarrassment
Because you can let the words flow
And I can only grab at them,
Like a child
Grasps for a balloon
That slips
From
Their
Fingertips ...

I welcome you to conversation
And you shun me with your gestures
Of impatience and unkindness.
I want you to hear what I have to say.
I would like you to recognize me.
I am smart.
I have an opinion.
I speak more languages than you,
Yet I am the barbaric one. I would like to hear
YOU
Try speaking my language
Free of an accent.

- Jason Almodóvar, Hunter College, New York City

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Wave of the Future

Times have changed for English language teachers in Korea. **Robert J. Dickey** presents an overview of current conditions for teachers working there.

English language teaching in Korea? Many have their stories to tell. After all, nearly 100,000 "native-English-speaking" expatriate teachers have worked there over the past few decades. But there have been so many recent changes that anyone who hasn't taught here in the past three years is probably unaware of the new realities.

It has been said that there were five waves of English teachers to Korea: the early missionaries, the post-WWII missionaries, the Peace Corps volunteers, corporate/university teachers, and finally the English "boom teachers" of the 80s and 90s. It would seem that the Asian economic crisis of 1997-98 has created a new wave, as the conditions for employment are now considerably different.

Students, on the other hand, are much the same, though arguably better skilled. Communicative Language Teaching has become the prescribed norm, institutionalized in the national curriculum (English lessons in schools from grades 3-12) and most private language centers, though many local teachers still rely heavily on grammar-translation and audio-lingual methods. Most students are still studying for discrete-point tests, the university entrance exam and TOEIC, rather than for communicative ability. They are, for the most part, highly motivated and courteous students, though their traditional teacher-centered/"teacher as knower" classroom experiences create challenges for the western-trained instructor.

There are approximately 8,000 expat English teachers in Korea today. This number is down from the 1997 peak of about 10,000, but higher than the 1998 figures. Over half are from the US, about one-third are Canadian, the remainder mostly from the UK and Australia, but with assorted other countries sprinkled in—the Philippines, South Africa, and Pakistan among them. It is believed that at any given time there may be as many as 1,000 visitors residing temporarily in Korea, teaching illegally.

Korea no longer benefits from highly experienced English language teachers who took a year or two from impoverished teaching positions (e.g., Indonesia) to replenish their bank accounts through teaching in a "lucrative" Korea. And the Korean governments' EPIK program, designed to recruit qualified native-speaker teachers to secondary school classrooms, has been dramatically downsized. These losses in high-skilled teachers are a direct result of the fallen currency.

Qualifications are a mixed bag. A growing proportion of teachers hold, or are working towards, advanced degrees in ELT. Distance learning Master's courses in TESOL are particularly popular. Still, this is a clear minority. All must hold a 4-year bachelor's degree (any subject) in order to obtain a teaching visa (with few exceptions). Some employers are recognizing professional qualifications, such as "100-hour pre-service certificates" but teachers with these certificates are not paid very well. An increasing number of applicants, mostly from Canada, are arriving with Bachelor's degrees in Education, and some with teaching experience. Professionalism is growing, but the untrained "working-holiday teacher" is still common too. It is in the area of peer-support where the loss of the visiting ELT professionals is keenest felt.

Multimedia-assisted language learning

continued p.38

Language Teacher of The Year Nominee: *Lolita Lassen*

Nominations for the Language Teacher of the Year are arriving every day at our offices! Over the next few months, we will be highlighting some of the entries that describe the exceptional contributions that dedicated language teachers throughout America have made to their communities.

This month, we will focus on the work of Lolita Lassen who was nominated by David Williams. Here are some excerpts from what David had to say about Lolita:

"Lolita is an exemplary high school language instructor at Loch Raven High School in Towson, Maryland. It is seldom to find an educator of Lolita's proficiency, an unparalleled professional with a knowledge of instruction, dynamic interaction with her colleagues, and a genuine regard for young people. She deepens the love of language learning in her students which affects their lives in ways that can be measured."

"Lolita firmly believes language learning should be experienced-based and related to the real world beyond the classroom. One of her greatest joys has been to provide her students with the opportunity to use their language skills in a real life situation by teaching Spanish to elementary students. After years of curriculum writing for the school system, she developed her own Elementary Spanish program (ESP) in order to infuse service learning hours into her own Spanish level V and VI curriculum. Her students volunteer their time and language skills to teach students in grades 1-4. As her students reflect upon their experiences they are also learning from one another."

"Throughout her school, one can hear Lolita greeting everyone with *Hola!* as she rolls her decorated cart with its honking horn through the halls from one teaching room to another. Custodians, cafeteria workers, secretaries, teachers and students all respond appropriately in Spanish. Each year, she teaches other teachers' classes so students can experience having that 'Spanish lady' for a day."

David Williams goes on to describe many other excellent examples of Lolita Lassens' contributions to language education and concludes by saying: "Lolita is a valuable asset to Loch Raven High School and the Baltimore County Public Schools System. She is an excellent candidate to receive the Language Teacher of the Year Award.

Language Magazine is proud to salute Lolita Lassen as a nominee for Language Teacher of the Year. For more information on the Language Teacher of the Year Award and how to nominate your exemplary teacher, go to www.languagemagazine.com/toty.html. Remember that nominations are open to teachers of all languages. ■

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from p 36

port where the loss of the visiting ELT professionals is keenest felt.

Multimedia-assisted language learning is the current hot-ticket. Korea is in the global top three in computer use, home computing, home access to the Internet, and broadband Internet access. There has been a dynamic classroom technologies leap from chalkboards with hand-carried cassette players (and these perhaps the teachers' own machines) to state-of-the-art CALL laboratories and Powerpoint visual displays, though the traditional classrooms are still the norm in many institutions.

The types of jobs offered haven't changed much since the mid-'90s. Private education centers (called *hagwons*) provide the largest number of teaching positions. This is the area of greatest job loss since 1997; with reduced incomes many families reduced the amount of English training for young children, and businesses cut back on corporate training programs while workers were laid off or were required to work overtime. However, the private education sector has been climbing back during the past 18 months. Most teachers teach 25-30 contact hours per week in these situations, for roughly US\$1,400 per month. Children's classes are mostly in the afternoons, but if teaching adults, your days might run from 6am through 10pm. Housing, often at "working class" standards, and basic health insurance are typically provided as well. Generally, little classroom preparation is expected, most contracts run 52 weeks with no vacation leave, only governmental holidays paid.

University jobs have been the target for most teachers in Korea. Pay is typically higher, and hours shorter, plus a variety of other benefits (private/semi-private offices, social stature, vacations), though both benefits and duties have been adjusted since 1997. The currency devaluation, now roughly leveled at 1300 won to the US dollar, has significantly curtailed the international travel of teachers, along with the increase of "inter-session" programs at universities. Over half of the university teaching positions now require teaching during much of the vacation periods, albeit at overtime pay. More and more schools are undertaking inter-session programs for non-students. And faculty pay, while increased from pre-crisis rates, has not kept pace with currency exchange losses.

The domestic cost of living has also climbed, but the price of electronic goods has fallen to near the prices we find in North America. Domestic travel and services, such as clothes alterations and minor repairs, are still quite inexpensive. While Korea no longer offers riches to teachers as it once did (saving \$5,000-8,000 in one year was not unusual), one may still live reasonably comfortably. Or, one may spend those "savings" at places like Pizza Hut, McDonalds, and TGIFriday's restaurants (available in the big cities).

Teaching outside of licensed educational providers is illegal, and expatriates, both those holding valid visas and those without, are summarily deported for teaching "private lessons." Nevertheless a number of people carry on the practice, where they can earn 3-4 times greater pay per hour than most educational organizations will offer.

During the autumn of 1997, when the Korean currency fell to less than half its value in less than 3 months, some teachers were offered substantial pay rises to stay on. Several thousand others abandoned their posts during the winter holidays. By the winter of 1998 most jobs were paying 20-25% more (in local terms) than in 1997, but the big pay raises from "the IMF crisis" were withdrawn. In 2000, many university jobs were reclassified, reducing benefits and increasing work-load. This process saw more of the long-term professionals leaving Korea. There aren't so many of us "pre-IMF" North Americans left in Korea, but on the other hand, the language and pedagogical skills of the Korean teachers are higher than 5 years ago. And in many cases, native-speaker instructors are more integrated into the syllabus design process and program management than in the past. At every level of education, Korean teachers are found who are interested and active partners with expat teachers.

There are numerous professional societies for ELT in Korea, many now offer half or more of their conference sessions and journal articles in English, a considerable change from the 1990s. Students are once again traveling abroad for formal and informal language study, which can create new opportunities for discussions in and out of the classroom. Most recent advanced-degree graduates have traveled or studied abroad for months, if not years. Expatriate teachers need no longer feel isolated in a non-English speaking land.

Korea offers a number of advantages for teachers seeking to initiate or diversify their careers. Come join us! ■

Robert Dickey is from California, he has lived and taught in Korea since 1994, and is currently serving as president of Korea TESOL. Contact him at rjdickey@soback.kornet.net. You can also look at the Korea TESOL website http://www.kotesol.org

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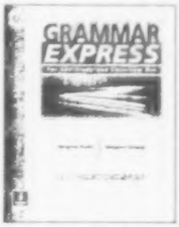

GRAMMAR Express is a self-contained course, comprising of a workbook with answer key and a CD-ROM, aimed at intermediate to upper intermediate ESL students. It is designed for both classroom use and self-study, so students (and teachers!) can use the course in their own time to practice points raised in class.

Each of the 76 grammar points is covered in a four-page section, with two pages devoted to presenting the rule using illustrations, tables, explanations and notes, and two pages of practice exercises. These sections can be used in any order, or when a particular point comes up. Rather than concentrate on complex linguistic explanations for grammatical rules, the course relies on examples to push home each point and then reinforces it with practice exercises.

Students who feel they need more practice on a particular point can turn to the corresponding section of the CD ROM. Under Windows ME on a Pentium 600 with 64mb RAM, the program installs quickly and runs perfectly. Intermediate students should find the practice exercises very useful, although some of the instructions could be made clearer. The CD also contains graphics explaining rules and useful lists of irregular verbs, etc.

The beauty of Grammar Express lies in its simplicity and flexibility. Gone forever are the days of the odious grammar primer - today's ESL students should count themselves lucky to have straightforward grammar courses like this. ■

Beth Rodgers is an ESL teacher in Mobile, Alabama.

PRACTICAL COMPOSITION

Composición Práctica: Conversación y Repaso, 2001 Internet Edition. González, Trinidad and Joseph Farrell. New York: John Wiley and Sons, 2001. ISBN 0-471-40531-0. 285pp.

COMPOSICIÓN *Práctica* can be used as an intermediate writing program or as a combination of conversation and writing textbook. It can be successfully used by the first-time composition teacher as well as by the experienced instructor.

One of the distinctive features of this program is the easy-to-follow format.

At the beginning of each chapter, the authors identify the focus, the desired outcomes and the specific type of writing to be covered. In preparation for the conversation exercise a brief list of useful vocabulary is introduced. Then activities that encourage students to develop their own personalized vocabulary are presented. In addition to the incorporation of authentic writing samples that students can use as models, grammar points needed in specific types of texts are also presented in each chapter. Finally, students write their own texts. At the end of each chapter, the journal section provides opportunities for further writing practice. The section Más allá includes thought-provoking topics that can be used for in-class debates and/or composition assignments.

Importantly, the textbook provides students the opportunity to use the language in communicative interaction. It motivates students to write in Spanish. Students learn how to write notes, memos, and letters. Culture is also emphasized in various ways and the authors introduce stylistic variation in interactive writing assignments.

The five appendices are an outstanding feature of *Composición Práctica* because these sections include essential information on syllabication, capitalization, punctuation, stress and written accents. Another feature is documentation that includes techniques on how to write a bibliography for a research paper. These features are not only useful for English-speaking students but also for Spanish Heritage speakers.

Composición Práctica 2001 Internet Edition incorporates innovative technology and includes activities that help students acquire and reinforce writing skills through activities. Online exercises provide instructors and students with the opportunity to access online resources in the Spanish-speaking world.

The associated website provides link-based activities that offer opportunities for linguistic and cultural knowledge. By incorporating the online component, students can develop their writing skills at their own pace.

Composición Práctica 2001 Internet Edition is a comprehensive composition program. Instructors interested in helping their students to achieve higher levels in writing should seriously consider this textbook. ■

Dr. Isabel Bustamante-López, Associate Professor of Spanish and Foreign Language Coordinator, English and Foreign Languages Department, Cal Poly Pomona

PHONICS IN THE FAST LANE

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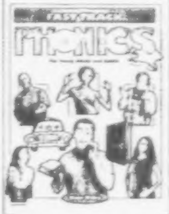


PHONICS has become something of a buzzword in the national literacy debate thanks largely to some high-profile advertising campaigns. However, amidst all the hype, there can be no doubt that the development of phonics has contributed significantly to the teaching of languages, especially English, where vowel sounds vary and there are dozens of silent letters and irregular sounds.

Fast Track Phonics is an activities program designed for young adult and adult students who are learning to read English. The student book, which is colorful and well-illustrated, highlights vowels, blends, digraphs and (everyone's favorite) dipthongs and makes a special point of covering over 400 of the most common words with sentence illustration. More advanced students may be able to work through parts of the book by themselves, but teacher-led sessions will be of more value. Like its predecessor for younger students, *Newcomer Phonics, Fast Track* has a great Teacher's Guide which should enable even inexperienced teachers to deal confidently with their students.

No phonics program is complete without an audio element, and here you have the choice of cassettes or CDs with chants, songs and listening activities. It's nice to see that cassettes are still being produced for those of us who have to rely on antiquated audio equipment. Phonics Cards to reinforce sounds and letters are an additional option.

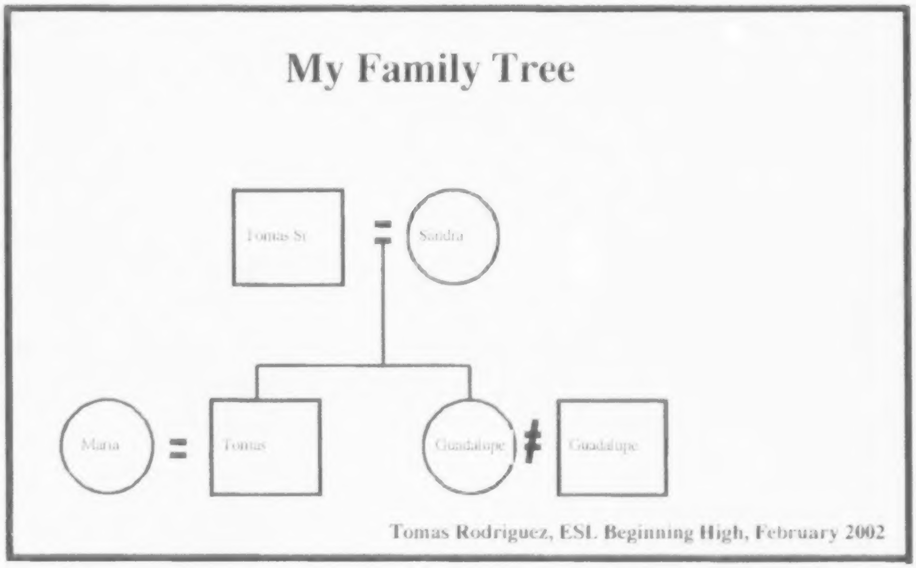
Fast Track Phonics is a useful guide for teachers of young adults, as so many phonics programs concentrate on younger learners. It has been well designed and should manage to hold the attention of students. ■

Todd Slinkard is an elementary school teacher in St. Louis, Missouri

Lessons for the One-Computer Classroom

Barry Bakin's regular column focuses on activities and projects that the typical language teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/ Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.



Tomas Rodriguez, ESL Beginning High, February 2002

Project #10: Make a Family Tree

The tenth project is appropriate for High Beginners, Intermediate students and above. The students will use Microsoft Publisher to create a "Family Tree". The completed family tree will be used as a prompt for conversation and question and answer practice about family relationships. (What is the relationship between Maria and Jose? Are Ali and Ahmed brothers? How many uncles do you have? etc.)

Students should have experience performing basic computer functions such as typing text, deleting text and cutting and pasting. Students should also have been introduced to basic family relationships and vocabulary and the concept of a family tree.

Step 1) As with other projects in this series, preparation for this project includes creating a "model". The model for this project should look something like the illustration above. Students will use the basic shapes found in the model as appropriate in their own family trees by copying and pasting the components in the right places and renaming them. Note that the best layout calls for legal size paper in landscape format as family trees tend to be wide. Students with large families might find they need two or more pages to complete their project.

Step 2) Introduce the project to the class by reviewing the basic idea of a family tree and the conventions that you would like them to follow in diagramming the relationships in their families. (In the example, females are circles, males are squares, an equals sign (=) indicates spouses, vertical lines indicate children and horizontal lines indicate siblings. An equals sign with a slash indicates a divorced partner.) Draw an example on the board or overhead projector as you explain the symbols using either your own family or a student's family. It is helpful to distinguish male and females by using the different shapes because many names are either unfamiliar to non-speakers of that language or can be used for both males and females (Guadalupe in Spanish for example).

Step 3) Have students draw their family trees on paper first. This helps them to work out issues of spacing and helps them visualize the complete project. I've found that students with large families, and especially immigrants who have been away from their families

continued p.42

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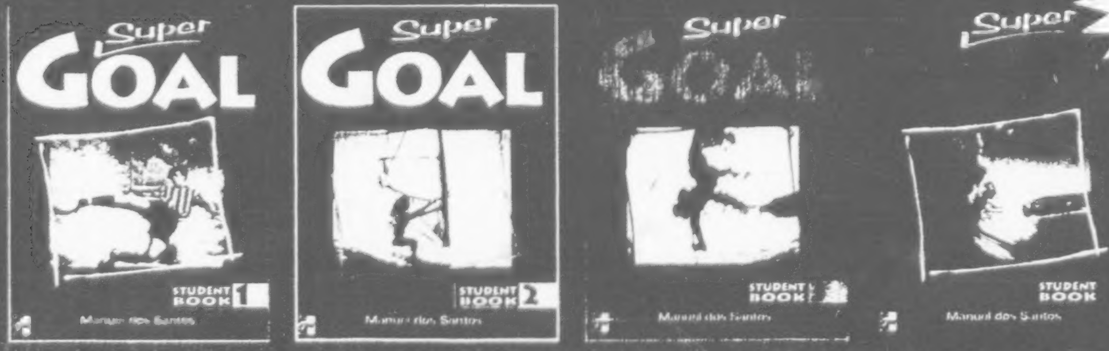
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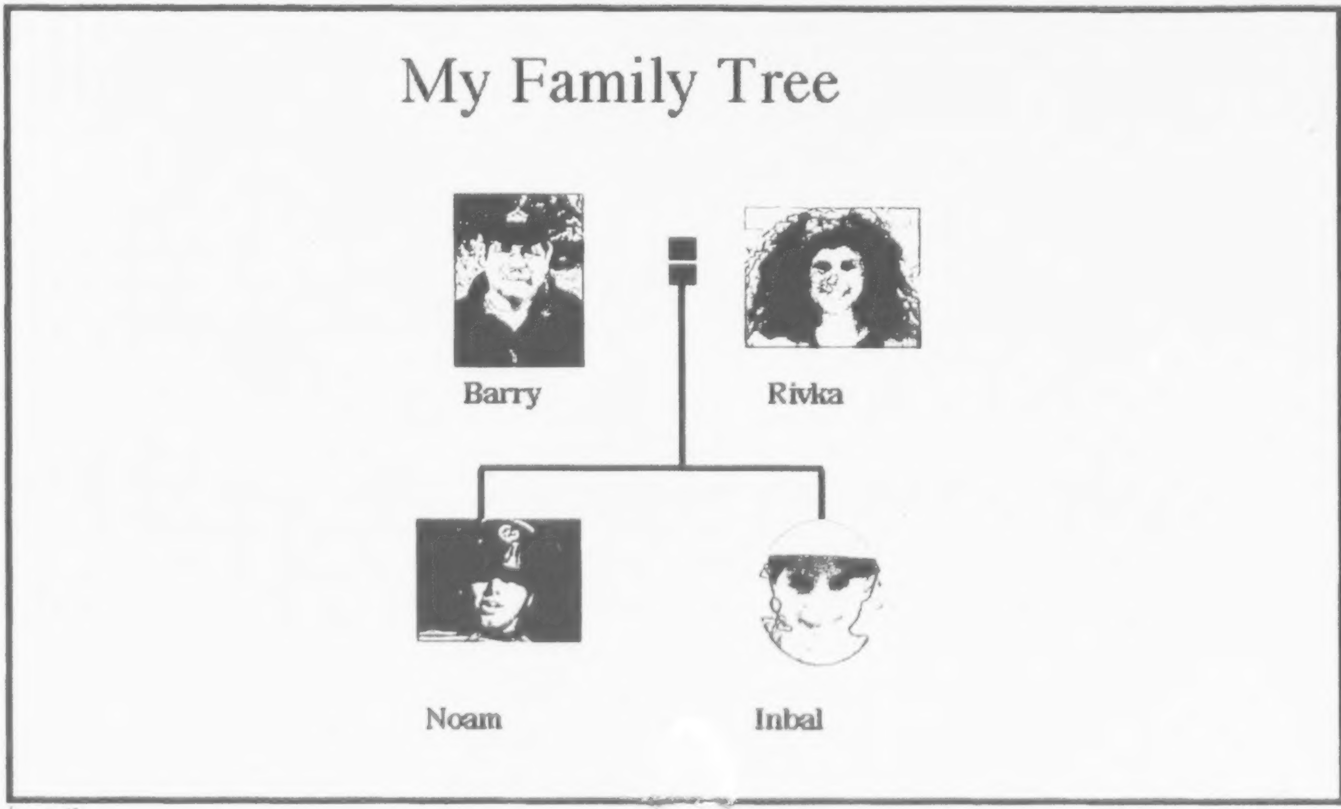


from p.40

for several years will not always know or remember all of the names of nephews and nieces or spouses of all of their siblings without checking with other family members.

Step 4) Demonstrate copying, pasting, deleting, lengthening and shortening lines, and renaming components of the model as you create a new family tree. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before assigning a student or students to the computer to work on their own projects.

Step 5) Students save the model family tree under their own name and begin to work.

Step 6) As students complete their work, check the final product, add their names at the bottom if they have not already done so and print out a copy. Check the copy for any errors or omissions. Print out one final copy for the student and one to display on the wall.

Optional step for classrooms equipped with a scanner

Step 7) Students bring in photos of family members on their chart. Scan the photos (faces only) and insert the photo instead of the circle or square. Move the name below the picture. See illustration above to see how this dramatically enhances the family tree.

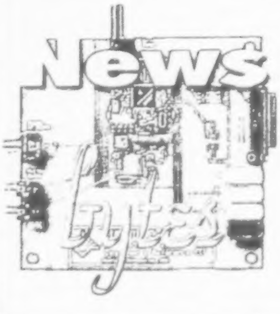
Remember that the communicative purpose of this project is to use the completed family trees for conversation prompts. Students can use the completed charts as a visual aid while describing their family or respond to questions from a partner about their family. If your classroom is equipped with a projection system you can project a completed family tree on the wall and elicit responses to questions that you pose.

> "Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes."

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience o who are natural learners and have them ac as assistants. Let them do each new projec first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Family Trees". As each student finishes, save the project in the same folder. You can also create a "Family Tree booklet" which is simply one document with all o the students' individual pages pastec sequentially one after the other. Having al of the students' work in one documen makes it easier to print a group of them a once since you don't have to open each document individually. ■

Barry Bakin is an ESL Teacher and Teacher Advisor in the Lo Angeles Unified School District. He teaches at Pacoima Skill Center.



Language Magazine's regular look at what is new in the world of language learning multi-media products and services.

Englishtown Chooses Centra to Expand Online Service

CENTRA, the global provider of business software solutions for eLearning and real-time collaboration, has announced that Englishtown, the world's largest online English language school, has selected the CentraOne (Web collaboration platform to expand the scope of its language instruction services.) Using Centra, Englishtown will combine live, teacher-led conversation classes with interactive self-study programs to create an entirely new model for language education. Through this blended approach, Englishtown will provide a proven, cost-effective way for students to learn English. Centra enables Englishtown to leverage its large network of certified teachers from around the world and extensive library of online content.

"Englishtown's online school connects students everywhere with qualified teachers and proven learning tools to help them acquire important language skills," said Philip Hult, president and CEO of Englishtown. "Studies show that linking self-paced material to live teacher-led programs can have a profound effect on learning outcomes and the cost of program delivery. We selected Centra to power this initiative because of their outstanding reputation for reliable software, expertise in blended learning, and methodology for rapid global deployment."

Used by hundreds of companies, government agencies, and universities worldwide, Centra's scaleable software solutions are based on CentraOne (a comprehensive, thin-client Web collaboration platform). Leveraging the core capabilities of CentraOne, Centra offers a suite of compatible, real-time Web collaboration products, content creation tools, and knowledge delivery systems that can be quickly installed on-site using Centra's rapid deployment methodology, or conveniently accessed through Centra's secure, full-service ASP. Centra's products - including interactive Web meetings, virtual classrooms, and large-scale conferences - ensure universal access to users through firewalls and proxy servers, and deliver full-performance IP audio conferencing, streaming video, application sharing, and dynamic multimedia over low-bandwidth network connections through a standard browser interface.

"Englishtown has a successful track record of adopting important new technologies for learning. Their selection of Centra as the underlying infrastructure for virtual classroom-based services will aid them in expanding their global reach to a diverse population of users and help them to increase the overall effectiveness of their education programs," said Tony Mark, Centra's president and chief operating officer. ■

Words in Your Pocket

TB LABS, LLC has released RoadLingua, a comprehensive, highly-compressed, high-speed dictionary database that fits in a PDA's optional memory card (MMC/SD/CF or MemoryStick). Without sacrificing quality or retrieval speed, RoadLingua lets you choose from dozens of multi-lingual, explanatory, and specialty dictionaries for PalmOS PDAs.

Using new compression technology, RoadLingua offers extremely fast dictionary browsing, and compact dictionaries that can be used on the fly. Dictionaries reside completely in expansion memory, and don't use up your valuable device memory. Since RoadLingua runs in resident mode, it can be called from within other applications, allowing you to select a word in any text editor or viewer, and read its definition.Dictionaries include English-to-German, -French, and more than a dozen other languages, as well others, such as German-to-English and French-to-German.

RoadLingua costs $14.95(US), with many add-on dictionaries available free of charge or at modest prices. Volume discounts, unlimited dictionary bundles, and annual subscriptions are also available. RoadLingua runs under all devices running PalmOS 2.0 and above, including Palm, TRG/HandEra, Sony CLIE, Handspring Visor, Acer, Symbol, and IBM. You can download a free, unlimited trial version of RoadLingua from http://www.roadlingua.com. For more information, visit TB Labs, LLC at the same URL, or e-mail support@roadlingua.com. ■

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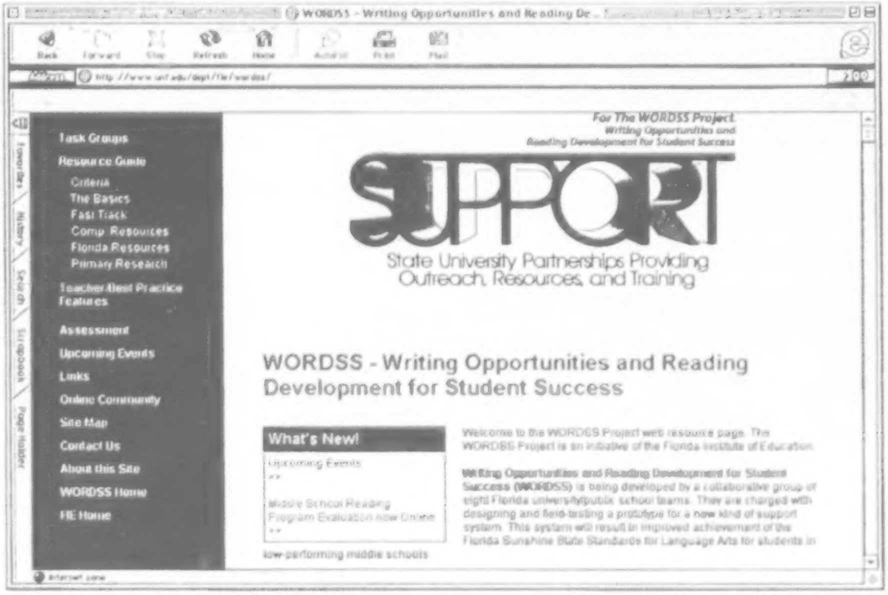
NETSITES Resources for Adolescent Literacy:

Nile Stanley introduces the WORDSS Project Website



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low-performing middle schools

Welcome to the WORDSS Project web resource page. The WORDSS Project is an initiative of the Florida Institute of Education.

Writing Opportunities and Reading Development for Student Success (WORDSS) is being developed by a collaborative group of eight Florida university/public school teams. They are charged with designing and field-testing a prototype for a new kind of support system. This system will result in improved achievement of the Florida Sunshine State Standards for Language Arts for students in

"With WORDSS, we believe the nurturing of adolescent readers should be informed by state-of-the-art research from a broad knowledge base."

The Writing Opportunities and Reading Development for Student Success project (WORDSS) is an initiative of the Florida Institute of Education. The WORDSS website is a comprehensive resource guide to best practices of adolescent literacy, and was developed by a collaborative group of eight Florida university/public school teams. The WORDSS project website provides state-of-the-art information and over 200 resource links on middle school literacy. The target audience of the WORDSS project includes all universities, school districts, community organizations, parents, and any others who have a vested interest in adolescent literacy. I highlight the key features of this new website by the graphic and accompanying descriptions which follow.

The site navigation is designed for easy and efficient information retrieval for novices to experts:

The Basics: a brief overview of issues for the novice.

Fast Track: research briefs and short online reports.

Comprehensive Resources: in-depth resources and extensive links from major institutes and professional organizations.

Florida Resources: links to state agencies, professional groups, and institutes in Florida with foci in this area.

Primary Resources: quantitative and qualitative data driven investigations.

Reading Program Evaluation: online survey to assist educators in evaluating middle school reading programs derived from the best practices research.

The WORDSS Website provides resources for five knowledge bases:

(1) Adolescent Literacy—Innovative ways of teaching literacy focusing on research proven exemplary programs, curriculum, assessment, and strategies. Also addresses approaches for the gifted, average, and struggling reader.

(2) Learning Theory—Latest research on how children learn across the content areas and how to best teach them. Includes a wide variety of perspectives and initiatives: behaviorist, constructivist, social, multiple intelligences, brain research, service learning, and technology driven.

(3) Effective Middle Schools—Model programs for promoting the academic performance and healthy development of young adolescents. Emphasis on the middle school philosophy, the whole child and total school climate.

(4) Effective Professional Development for Educators—Criteria and resources for conducting needs analysis and evaluating reading initiatives (i.e. America's Choice, Success for All, etc.). Includes reviews and ratings of specific programs. Also provides links to research proven professional development, school reform, and community involvement models.

(5) Early Adolescent Psychology—The focus is on meeting the social and emotional growth and development needs of adolescents. Addresses a wide variety of mental health issues: self-esteem, conflict resolution, learning disabilities, caring, and mentoring.

With WORDSS, we believe the nurturing of adolescent readers should be informed by state-of-the-art research from a broad knowledge base which draws upon the wisdom from the fields of adolescent literacy, effective middle schools, learning theory, professional development, and adolescent psychology. This web site offers each field's knowledge base by showcasing professional organizations (e.g. American Federation of Teachers, International Reading Association, National Middle School Association), institutes, publications, and resources. The WORDSS Project Website presents an interdisciplinary approach to adolescent literacy with both a "high tech," and "high touch" presentation. Multimedia, combined with inspirational quotes and video clips of the experts, make WORDSS come alive! ■

Acknowledgements:
WORDSS is supported by the Florida Institute of Education State University System of Florida (http://www.unf.edu/dept/fie/). The author gratefully acknowledges the contributions of the WORDSS Website development team of Florence Marquardt, Jill Wilson, Cheryl Fountain, Darrin Hayes, and Jennifer Ross.

Nile Stanley is an Associate Professor of Primary and Elementary Education at the University of North Florida, Jacksonville. Nile edits two websites: WORDSS (http://www.unf.edu/dept/fie/WORDSS) and Nile Crocodile, the Reading Reptile (http://www.unf.edu/~nstanley). Nile is a past president of the New Mexico IRA. His research interests include teaching reading through poetry theatre and technology. Email Nile Stanley at nstanley@unf.edu

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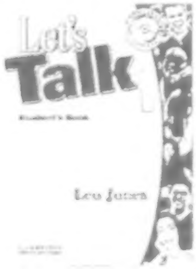

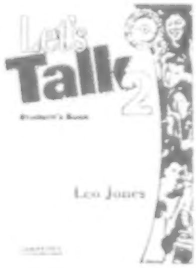

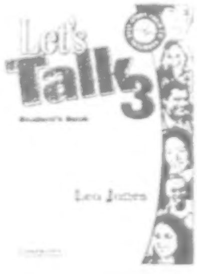

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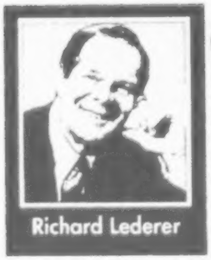

Richard Lederer

Citizens of the U.S.A. can be divided into two groups. The first is composed of people who speak and write English clearly, crisply, concisely, and communicatively. Frankly, I'm not sure if they really exist. The other group is composed of people who fudge their facts, mix their metaphors, confuse their clichés, slaughter their syntax, and dangle their participles in public. These are the happily unaware, whose interpretations are unclouded by doubt. They create the mangled meanderings that Funk would never tell Wagnall and that Miriam would never confide to Webster.

These citizens of America start fracturing at an early age, as young scholars in our nation's schools. Witness this fractured chronicle of American history composed entirely of certified, genuine, authentic, unretouched student fabrications:

Christopher Columbus discovered America while cursing about the Atlantic Ocean. Little did he know that he had just begun history!

His ships were named the *Nina*, the *Pinta Colada*, and the *Santa Fe*. Columbus knelt, thanked God, and put the American flag in the ground. Tarzan is a short name for the American flag. Its full name is the Tarzans and Stripes.

Later, Jamestown was discovered by King James the One and named after him. King James persuaded the Queen to give him the land, and he sent a gang of settlers over here in 1607. The Pilgrims crossed the ocean in hardships. This was called the Pill's Grim Progress. The winter of 1620 was a hard one for the settlers. Many people died, and many babies were born. Captain John Smith was responsible for all this. The Pilgrims appointed Thanksgiving, and it soon became a national holiday all over the world.

One of the causes of the Revolutionary War was the English put tacks in their tea. The Boston Tea Party wasn't what we would think of if we thought of a tea party. It was a raid where they threw all the tea into Boston Harbor, which they all drank. Also, the colonists would send their parcels through the post without stamps. Paul Revere's Ride wasn't as famous as some people make it. He had to have the help of Longfellow on it. Mr. Revere started his famous ride in Lexington, which is in Philadelphia, and paddled by canew to Boston. Then he rode through the streets yelling, "Too warm! Too warm! The Red Colts are coming!"

During the Revolutionary War, the Red Coats and Paul Revere were throwing balls over stone walls. The dogs were barking, and the peacocks crowing. Finally, General Corn Wallace surrendered and the War was over. When General Burgundy surrendered to Sara's Toga, the colonists won the war and no longer had to pay for taxis.

America was founded by four fathers. Delegates from the original 13 states formed the Contented Congress. Thomas Jefferson, a Virgin, and Benjamin Franklin were two singers of the Decoration of Independence, which says that all men are cremated equal and are well endowed by their creator. John Hancott signed first because he was president and a very heavy man.

Franklin had gone to Boston carrying all his clothes in his pocket and a loaf of bread under each arm. He invented electricity by rubbing two cats backwards and declared, "A horse divided against itself cannot stand!" Franklin died in 1790 and is still dead.

George Washington led the United States to what it is today, while Ben and Dick Arnold were terrible traitors. Washington crossed the Delaware River, married Martha Custis, and in due time became the Father of Our Country. The difference between a king and a president is that a king is the son of his father, but a president isn't. Soon the Constitution of the U.S.A. was adopted to secure domestic hostility. Under the Constitution, the people have the right to bare arms.

Mexico was conquered by Kotex. De Soto was one of the cruelest conquerors there ever was. When Indians got in his way, he just ran right over them. That's probably why they named a car after him.

In the middle of the 18th century, all the morons moved to Utah. In the early 19th century, Lois and Clark explored the Louisiana Purchase. They became well-known all over the world and in foreign countries. Traveling by stagecoach in the Old West was dangerous because you had a good chance of being stopped by bandits and being robed and plungered. The two greatest marshals of the Old West were Wyatt Burp and Wild Bill Hiccup. General George Custer extinguished himself at the Battle of the Little Big Horn.

Abraham Lincoln became America's greatest Precedent. Lincoln's mother died in infancy, and he was born in a log cabin which he built with his very own hands. When Lincoln was president, he wore only a tall silk hat. He said, "In onion there is strength." Lincoln was president during the Civil War. Matthew Brady, a filmer, took a picture of it. The Civil War was started by John Brown, a rabbit abolitionist, and Harriet Bitcher Stowe, who wrote *Uncle Tom's Cabinet*. They caused the southern states to succeed. After the Civil War, General Lou Wallace wrote *Gone With the Wind* and *Bend Her*.

Lincoln wrote the Gettysburg Address while traveling from Washington to Gettysburg on the back of an envelope. He spoke at the dedication of a dormitory for the wounded soldiers who died at Gettysburg. On the night of April 14, 1865, Lincoln went to the theater and got shot in his seat by one of the actors in a moving picture show. At first, his wife didn't take notice of him slumped over in her lap. She thought he had just snoozed off. The believed assinator was John Wilkes Booth, a supposingly insane actor. This ruined Booth's career.

The 19th century was a time of a great many thoughts and inventions. People stopped reproducing by hand and started reproducing by machine. The invention of the steamboat by Robert Fulton caused a network of rivers to spring up. Samuel Morse invented a code of telepathy. Eli Whitney invented the spinning gin. Thomas Edison invented the pornograph and the indecent lamp. Macaroni invented the wireless telephone. Andrew Carnegie started the steal business. Goethals dug the alimentary canal.

The First World War was caused by the assignation of the Arch-Duck by an anahist. During the early part of World War I, President Woodrow Wilson urged the people to stay in neutral. He brought up the League of Nations, but it never did much except write a lot of letters, declare war on people, and try to beat peace into them. Then Wilson had many foreign affairs, and America entered the war. The unfortunate soldiers spent day after day up to their wastes in filth.

WWI made the people so sad that it brought on the Great Depression. Then the New Deal tried to make sure that the stock market will never happen again.

World War II happened when Adolph Hitler and the Knotsies had erotic dreams of conquest all over Europe. Franklin Roosevelt won a landslide and went over there and put a stop to Hitler, who committed suicide in his bunk. We dropped the atomic bomb on Kamakazi, a heavy industrious city, and three days later on Nicaragua. Finally, WWII ended on VD Day.

Martin Luther had a dream. He went to Washington and recited his Sermon on the Monument. Later, he nailed 96 Protestants in the Watergate Scandal, which ushered in a new error in the anals of human history. ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.co

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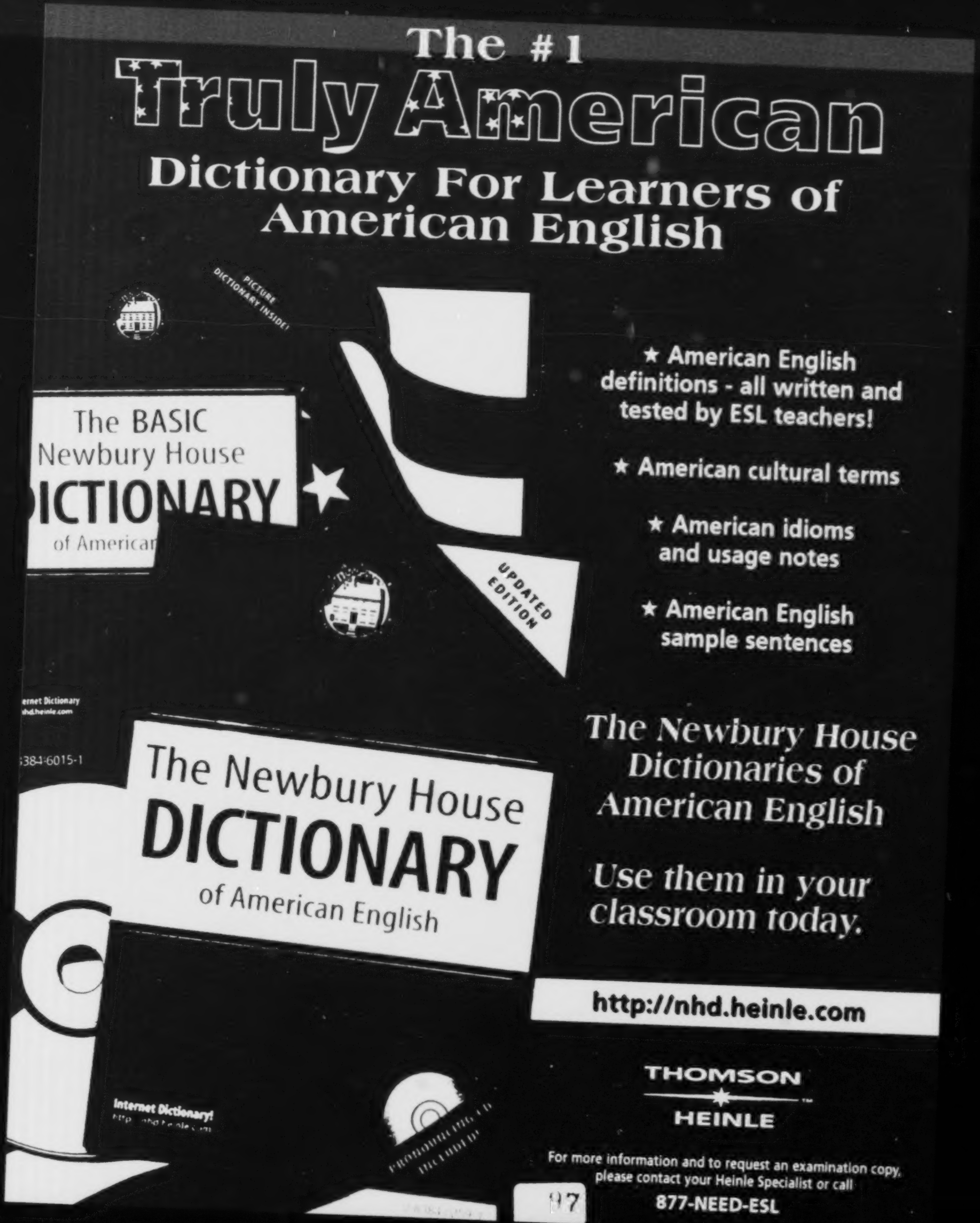
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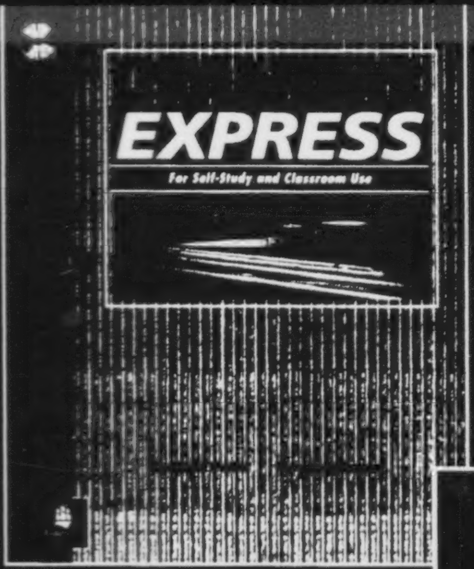
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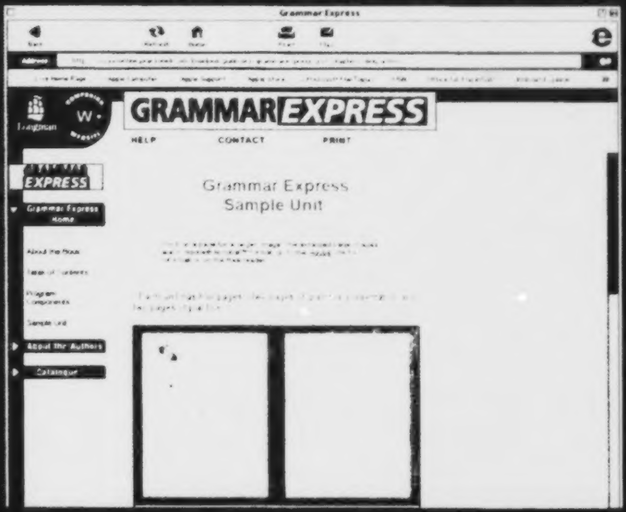
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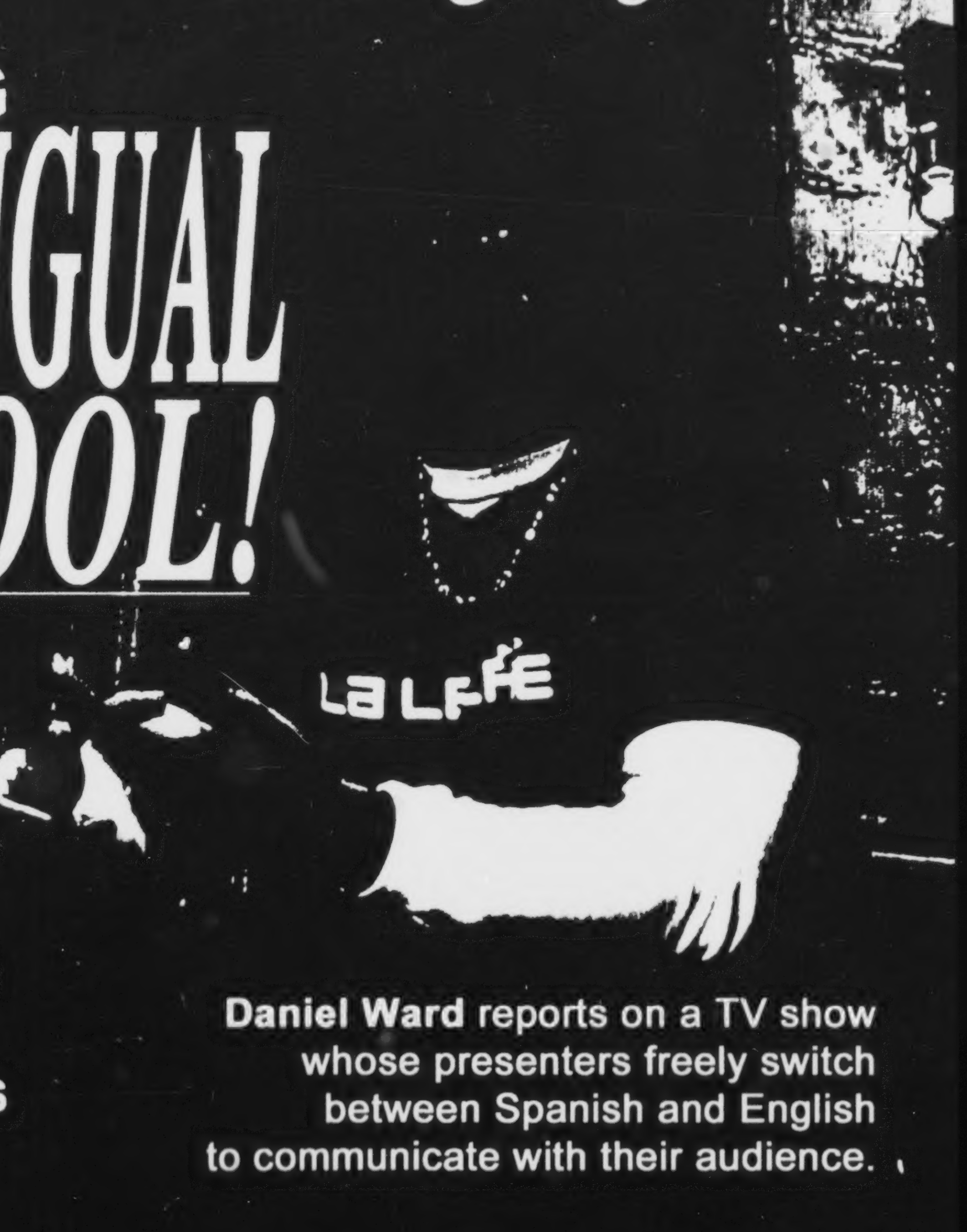

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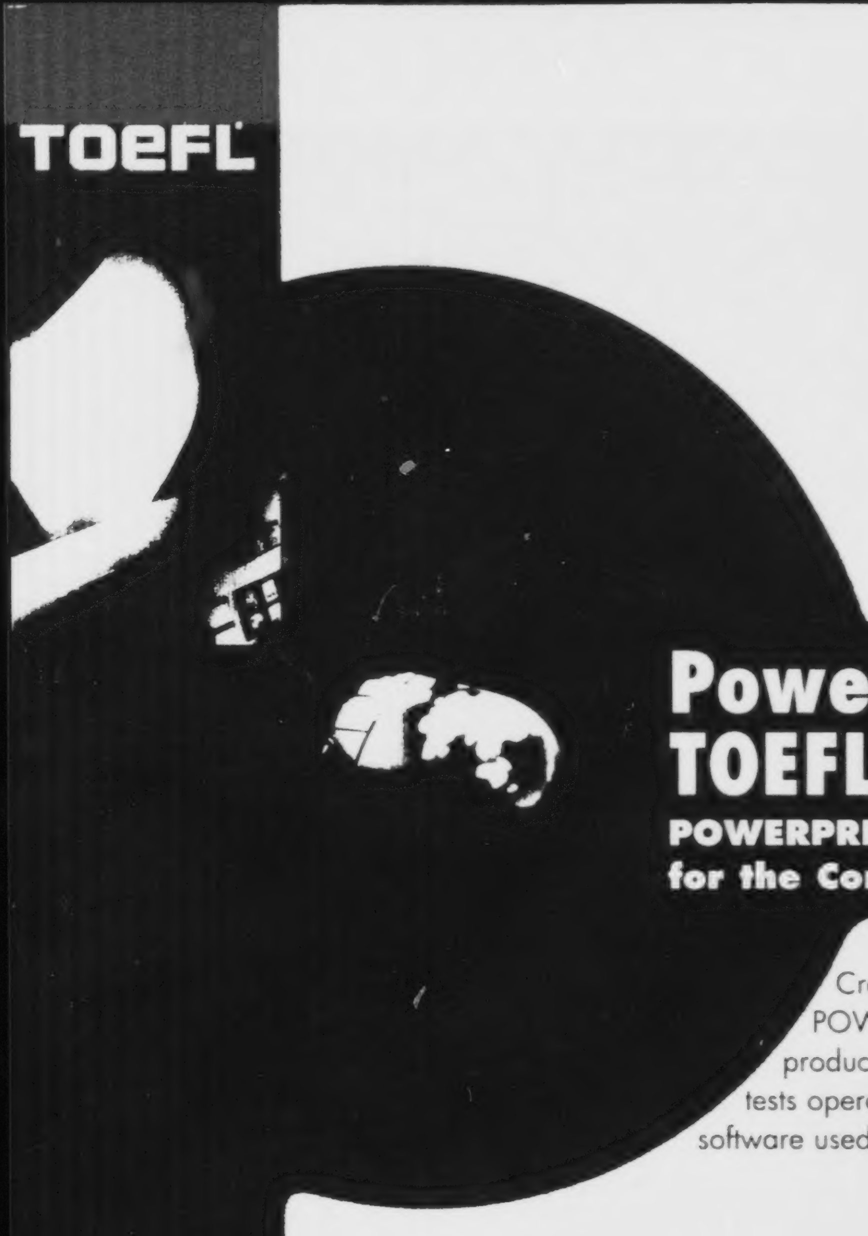

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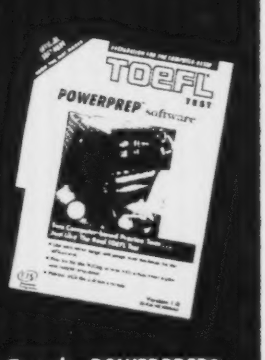

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March 2002 Volume 1, No. 7 (ALR Volume 6, No. 3)

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Photo: Peter Brown

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COVER PHOTOGRAPH: LATV veejay Paul Saucido is one of the hosts of *LATV*, a new bilingual music and variety show in Los Angeles. **Photo:** Peter Brown

Interpreting Proposition 227

BILINGUAL EDUCATION is once again the focus of mainstream media attention—after almost four years since California voters approved the initiative that was said to effectively end native language instruction in the state and made Ron Unz and Proposition 227 nationally famous—and equally notorious—depending on the side people took in the debate.

Although Proposition 227 inspired a similar ballot measure (Proposition 203) that was passed in Arizona in 2000, and voters in several states including Colorado and Massachusetts are currently considering other proposals to do away with bilingual education, much of the renewed rancor over the issue has been sparked by a set of regulations proposed by the California State Board of Education. These regulations would abolish the requirement that all limited-English students under 10 spend the first 30 days of every school year in an English-language program before a waiver allowing them into Spanish-language instruction could be granted.

Both sides in the bilingual debate are critical of the Board's proposal. Supporters of bilingual education argue that the new regulations do not protect the right of parents to seek waivers for their children so that they can attend native language classes. On the other hand, Ron Unz, the author of Proposition 227, says that the State Board is trying to overturn the will of the voters and to resurrect bilingual programs by giving teachers—and not just parents—the right to seek waivers.

Many of the problems with Proposition 227 lie in its interpretation. Like a lot of legislation, it is subject to constant review as officials attempt to make it workable.

"It's a very emotional issue," said John Mockler, executive director of the State Board of Education. "Our job is to make sure the law works as it is written. It's been difficult because people have strong feelings."

Parental choice is at the heart of the issue. Many California educators argue that, under the present system, very few parents are aware that they can request waivers for their children. This is the reason, they argue, why only 12% of the state's pupils remain in bilingual programs—a statistic touted by the pro-immersion English lobby as proof that immigrant parents don't actually want native language instruction for their children. A recent report from the American Institutes for Research appears to back the claim that parents are not informed as to what their options are. But even if parents do seek waivers, California state officials claim that having to provide bilingual programs customized to individual students would bankrupt school districts.

Clearly, educators need to get their message across in an area where tempers and emotions sometimes take precedence over rational debate. One area of concern is the use of test results to vindicate Proposition 227, using a methodology that proponents of bilingual education say is flawed. Instead, they say, one should take into account the reclassification rates of learners from "limited English proficient" to "fluent English proficient." These show little change despite almost four years of sheltered English immersion classes.

Whatever the outcome of the current debate in California, we should ensure that the educational interests of the children—as backed by legitimate research—and the right to choice of parents should be paramount in any decision. ■

Ben Ward, Editor

Language magazine
(formerly American Language Review)

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Language Magazine (ISSN 1537-7350) is an editorially independent publication of Language Media, LLC. Opinions expressed by contributors and/or advertisers in *Language Magazine* do not necessarily reflect the views of the Publishers nor the Distributor.

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Language Magazine is abstracted and indexed with ERIC.

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LETTERS

Clarifying The Role of PfP In Our World

The recent article, "War of Words," (*Language Magazine*, November 2001) mistakenly uses the terms the Partnership for Peace (PfP) and the Partnership for Peace (PfP) Consortium of Defense Academies and Security Studies Institutes interchangeably. Partnership for Peace (PfP) is the basis for practical security cooperation between NATO and individual Partner countries (19+1). Activities include defense planning and budgeting, military exercises and civil emergency operations. There are now 26 members of PfP, which are all members of the Euro-Atlantic Partnership Council. For further information about PfP, please visit www.nato.int/pfp/pfp.htm

The Partnership for Peace (PfP) Consortium of Defense Academies and Security Studies Institutes is an international organization. It was formed and continues to operate "in the spirit of PfP". The Consortium strives to strengthen defense and military education and research through enhancing institutional and national cooperation. The Consortium currently consists of 220+ organizations located in 44 countries. The Secretariat of the Consortium is located at the George C. Marshall European Center for Security Studies. The various Advanced Distributed Learning activities discussed in the article, "War of Words," are conducted under the auspices of one of the Consortium's working groups. For further information about the PfP Consortium, please visit www.pfpconsortium.org. Thus PfP is the primary effort or architecture with the PfP Consortium a subset or subsidiary effort. Hopefully, this will help to clarify the issue.

Kirk Murray
Executive Director of the Partnership for Peace (PfP) Consortium of Defense Academies and Security Studies Institutes, Garmisch-Partenkirchen, Germany

The Lure of The Sea Islands

I just finished reading the February edition of *Language Magazine* and was fascinated by Tracey Weldon's article entitled "Gullah Gullah Islands."

I am an African-American instructor, who for the past three years has taught ESL on a full-time basis for the Downey Unified School District.

The Sea Islands of South Carolina and the Gullah people are extremely interesting. I would love to have the opportunity to teach in South Carolina and study the distinctive sounds of Gullah being spoken by African-Americans native to the area.

Any information about teaching in the Sea Islands would be greatly appreciated.

Thank you.

Paula D. Katal
Long Beach, CA
PS. I love *Language Magazine!*

[Readers with information about teaching in the Sea Islands should email editor@languagemagazine.com*, so we can pass it on to Paula -Ed.]*

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Agree, Or Not To Agree...

I found Arnie Cooper and Nimita Dhirajlal's article "To Plan Or Not To Plan...?" (*Language Magazine*, February 2002) gave a very fair account of two completely opposite teaching practices. Practical lesson planning, or taking the more flexible approach as Nimita describes, both have merit but it is my opinion that taking the more flexible approach should remain in the hands of experienced teachers. It would be difficult to expect a young teacher to satisfy the needs of their students without some definite lesson structure. Thank you, and keep up the good work. *Language Magazine* is a valuable resource.

Sally James
Atlanta, GA

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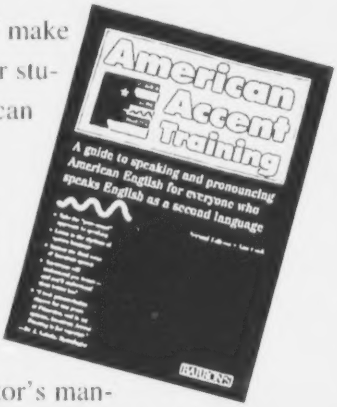
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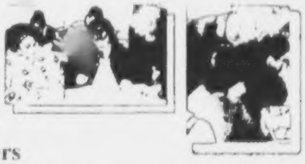

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Fortunes Mixed For School ESL Programs

AS SCHOOL DISTRICTS across the U.S. implement budget cuts as a result of the economic slowdown, some programs for English language learners are facing cuts.

For example, Clark County School District, which serves the fast-growing Las Vegas region in southern Nevada, is hoping to eliminate 22 vacant positions including facilitators for the English Language Learner Program for a savings of about $1.3 million.

In Illinois, educators have warned that Gov. George Ryan's plan to slash funding for programs including bilingual education and shift the money to general state aid to schools could harm the state's most vulnerable children.

Else Hamayan of the Illinois Advisory Council on Bilingual Education predicted that Ryan's plan to slash the $62 million bilingual education program will leave many non-English speaking students behind and could lead to lawsuits.

"This plan will put us back 20 years, to a time when bilingual students were being ignored and left to fend for themselves," Hamayan said. "If you just send this money out, without targeting it to bilingual students, I can guarantee they will get the short end of the stick."

But the news from the districts is not all grim. In Pittsburgh, Superintendent John Esaias recently presented a $56 million budget estimate for next school year that includes major increases for ESL programs. In Kentucky, school superintendents are developing a proposal to offer English as a second language services to districts in the northern part of the state. And in Iowa, the state would increase its share of spending on programs teaching ESL by more than $1 million under a measure approved by a House committee in February.

"I'm very excited," said Rep. Betty Grundberg (R-Des Moines), reacting to approval of the measure. "This is something we've needed to do for a long time."

In the midst of the increasing recognition of the need for ESL programs, President Bush recently asked for $56.5 billion for education in 2003 including $665 million for a redesigned program that offers grants to states to help English language learners make progress in language acquisition.

The president has also requested $1 billion for Reading First, a nationwide effort to support comprehensive reading instruction for children in grades K-3, and another $75 million is earmarked for Early Reading First, a competitive grant program to develop and support the school readiness of preschool-aged children in high-poverty communities. ■

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Keeping Language Alive

THE FUTURE of the Seneca language lies in the small hands of 150 preschoolers.

Over the next three years, with the support of a $1.1 million federal grant, the youngsters will be taught their native language by teachers who know it best: elders of the Seneca Nation of Indians who live on the Cattaraugus Reservation in upstate New York.

The ultimate goal of the program is to determine what effect classes in Seneca language and culture will have on preschoolers' learning and achievement levels.

Of the more than 7,000 Senecas today, it is estimated that only 150 to 200 are fluent in their native language, and most of these are the elders. The elders will also be asked to recall all they can of their life on the reservation as well as the legends and stories told to them. Their memories, told in both Seneca and English, will be recorded over the next two years under a $280,000 federal grant.

The Seneca language, along with other Native American languages, was poised for extinction in the late 19th century when the federal government forced Indian children to attend boarding schools. It wasn't until 1990 when Congress passed the Indian Languages Act, with limited funding, that tribes were able to initiate language studies for their members.

Only 150 Indian languages—including Seneca—have survived out of the several hundred that were spoken before the arrival of the Europeans, according to a study released last month by the United Nations.

Karin E. Michelson, an associate professor in the University at Buffalo linguistics department, praised the Seneca Nation's commitment to its children. "Once a language is gone, it is gone," Michelson said. "Once there are no more speakers, you cannot make a choice of how to save the language even if it is written down. It is impossible to know the proper pronunciation without hearing it." ■

Destination China

WITH THE RAPID rise of China's economic power, the country is becoming a popular higher-education destination for Thai students.

"The number of Thai students studying in Chinese universities has grown six- or seven-fold within the past few years," said Tekhua Pung, director of a Chinese-language teaching school.

At the Beijing Language and Culture University, a well-known language institute for foreign students in China, there are nearly 300 Thai students studying Chinese on full-time courses alone. Apart from language study, a number of Thai students are taking undergraduate and graduate courses in acupuncture, medicine, business and other fields at Chinese universities.

Analysts said key factors that make Chinese universities increasingly attractive to Thai students include China's growing economic might, good education quality, and low tuition and cost of living. ■

Business People To "Teach" Languages In Britain

U.K. Education Minister, Estelle Morris.

ELEMENTARY SCHOOL CHILDREN in the U.K. could be taught foreign languages by members of the business community, students and parents as part of the government's review of the curriculum.

The proposal comes at a time when Britain faces criticism for its plan to allow pupils to drop modern foreign languages at the age of 14.

The U.K. education minister, Estelle Morris, has said that language skills are crucial to employment prospects, but said the government had to face the reality and address the lack of interest in language teaching in the schools. Ms. Morris said that starting language learning at an early age was essential and that she wanted to get business people, secondary school teachers, university students, academics and parents fluent in another tongue to spend time in their local elementary school.

"I can't hang around waiting to retrain all primary [elementary] school teachers in modern foreign languages so we have to get the skill from wherever we can," she said.

> "I can't hang around waiting to retrain all primary [elementary] school teachers in modern foreign languages so we have to get the skill from wherever we can."

In another language-related proposal, the British government has said that it wants to adopt American-style citizenship testing—including language skills—for future immigrants who want to become U.K. citizens. Would-be citizens would have to show competence in English, Welsh or Gaelic before British citizenship could be granted, a plan criticised by campaign groups and asylum seekers. The law already says immigrants should have a command of one of the three languages before gaining citizenship, but the provision is rarely enforced. The British home secretary, David Blunkett, said, "I believe it is fundamentally important that people living in the U.K. on a permanent basis should be able to take a full and active role in our society," he said. "To encourage this, we will ask that applicants for naturalization demonstrate a certain standard of language."

"Evidence suggests that migrants who are fluent in English, are, on average, 20 percent more likely to be employed than those lacking such skills," added Mr. Blunkett.

Sally Daghlian, chief executive of the Scottish Refugee Council (SRC), said the introduction of English exams must be accompanied by increased funding for language learning. She said, "Most asylum seekers want to learn English so that they can fully participate in society and give something back to the community which has offered them safety. Resources for English classes are currently very limited and we hope there are plans to increase these resources."

The proposals follow the publication of a report saying that ethnic minorities in Britain were leading separate lives from whites and had no sense of belonging to the same nation. ■

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Japanese Workers Asked To Speak English

AN INCREASING NUMBER of Japanese employees are being asked to speak English at work. And many of them are worried that their jobs may be on the line if their English skills do not meet the standards required by their employers.

"I never imagined that at my age, I would be fretting over my English language skills," commented one man in his 40s. As a technician at an electric machinery manufacturer, he has never had to use English at work until recently, after his company merged with a non-Japanese firm. The new emphasis on English language skills comes as many international companies are merging with or taking over Japanese businesses. Many companies have adopted English as the official language of documents and conferences.

"I really feel sorry for the workers," said an interpreter who has recently become busy interpreting at conferences where English is the working language. "I've met people who said they'd chosen their companies precisely because they weren't good at English. Now they are lamenting that their companies have become foreign-owned," the interpreter said. ■

Cal. Testing Eased

THE CALIFORNIA Board of Education voted unanimously last month to change some of the most contentious requirements of the California English Language Development Test (CELDT), mandated by the state for limited English proficiency students.

The test, given for the first time last year, was designed to evaluate the proficiency of students still learning English and track their progress annually. About a quarter of California's six million public school students do not speak English fluently.

But many school administrators complained the test was too time-consuming and costly (see *Language Magazine*, January 2002, p.10). Nearly 2 million California students took the CELDT, last summer and fall. The test takes about 2 $^{1/2}$ hours and costs more than $20 per student.

Many school officials complained about the added burden on their resources but agreed accountability was necessary, especially since so many districts surveyed in 2000 lacked adequate English programs for their nonnative speakers, two years after Proposition 227 curtailed bilingual education in California. ■

Iowa Approves Official English Act

THE IOWA HOUSE has given final legislative approval to the Iowa English Language Reaffirmation Act, after several years of debates, public hearings and rallies on the issue.

"I am a happy guy," said Sen. Steve King, one of the main supporters of the legislation, after the final vote.

Senate File 165 requires, with several exceptions, that all official documents, proceedings and publications of state and local government be in English. Iowa governor, Tom Vilsack said he would sign the bill if more money is set aside to teach English.

"We all agree that everyone who lives and works here should be proficient in English, because it is the language that unites us, and it is the language of opportunity," said Vilsack. "But the true test is whether the Legislature stands by their commitment to provide the resources to help people actually learn English. Without that commitment, this is symbol without substance."

In an attempt to compromise with Vilsack, the House accompanied the official-English bill with a bill that would provide about $1.4 million in additional money for ESL classes in the '03 school year. That bill has passed but must still go to the Iowa Senate.

Should Vilsack sign the bill into law, Iowa would become the 27th state to adopt some form of official-English legislation. ■

Language Lost In Space?

WOULD THE ASTRONAUTS who landed on the *Planet of the Apes* still speak their native language after centuries of star trekking?

That depends on a number of factors, says a linguistics professor who is investigating the possible effects of long-term extraterrestrial travel on language development.

First, the crew would have to decide which language they would use during their journey. "What language should the travelers speak when starting on the voyage? For obvious reasons, it should be the same language," said Sarah Thomason of the University of Michigan.

The crew's common tongue might be an invented one like Esperanto, although, according to Thomason, the world's lingua franca would probably be a logical choice. "It wouldn't be hard to find genetically diverse English speakers in such countries as Ghana and India, in addition to European Americans, native Americans and immigrants from different parts of the world," she said during her recent presentation to the American Association for the Advancement of Science.

But, given time, our space travelers might find that their common language had evolved into a new dialect not spoken on Earth. New forms of words would develop as the astronauts reacted to long-term space travel and old words would fade away through disuse. "Basic vocabulary like mother, father, run, walk and sit will persist. But other words—such as airplane, skyscraper, car and train—would not be useful to the space travelers," said Thomason.

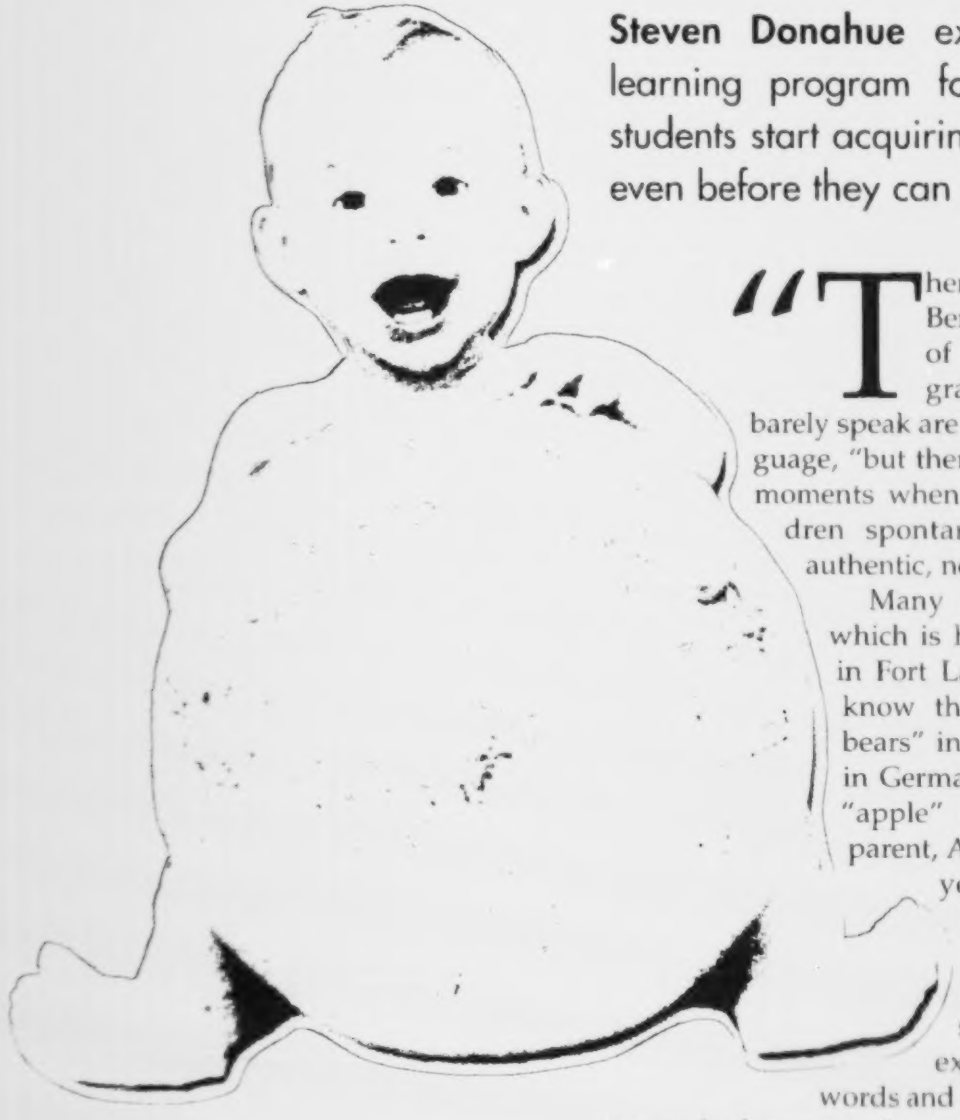
A scene from the original *Planet of the Apes*.

As the next generation of space travelers grew up, their language would evolve, "and will surely result in a dialect that differs from all the parents' dialect, and from every other dialect of English spoken on Earth," Thomason said.

Regular radio contact with our planet might preserve the voyagers' use of their native language for a time but as the spacecraft traveled further from home, "it could take several decades to transmit a message," said Thomason, who also suggested that the explorers might eventually give up on phoning home at all. ■

BABY TALK

Steven Donahue explores a language learning program for infants where the students start acquiring a second language even before they can walk.



"There may be tears," says Ann Benson, creator and director of the Bilingual Babies program where toddlers who can barely speak are introduced to a foreign language, "but there will mostly be incredible moments when the dam breaks and children spontaneously spout out in an authentic, new language."

Many children in the program, which is held at Musical Beginnings in Fort Lauderdale, Florida, already know that *tres osos* means "three bears" in Spanish, *danke* is "thanks" in German, and *pomme* translates to "apple" in French. One enthused parent, Andrea Couch, whose three-year-old daughter, Brooke has taken French, German, and Spanish immersion courses at Bilingual Babies says, "It's important to expose children to foreign words and phrases so they can develop an ear for languages."

Ann Benson (left) is the creator and director of the Bilingual Babies program.

Children as young as one year old can attend the Bilingual Babies program for nine-month courses in Spanish, German, and French. The 45-minute co-sessions include both parents and children, and the intensive 75-minute sessions are just for children and teachers. Classes are capped at 10 students or less. Even young children respond to the format. Two-year old Jodi speaks German to her mother Britta Sachman, but sings Spanish songs, even ones with three verses. Britta notes of Jodi's language switching, "When she asks to hear her music it's always *Buenos días* which means that she wants to hear the Spanish CD from the class."

Infant bilingual programs are becoming a national trend, and parents' intuitions about the benefits of early exposure to foreign languages are borne out by recent research. Experts have found that additional languages are best learned between the ages of two years and the onset of puberty, before the brain matures and "lateralization" occurs. During this "critical period" young children can acquire a second language with native-like pronunciation; however, post-puberty, adult-learners usually speak with an accent.

The guru of second language acquisition, Stephen Krashen, theorizes a distinction between language acquisition and learning. In acquisition, language is picked up and absorbed informally. With learning, language is learned in a formal, bookish sense. Young children are generally less inhibited so their "affective filters" or emotional blocks are lowered and true language acquisition can take place more easily than it does with adults. Ann Benson says of her charges, "They are absorbing language at an unconscious level every day."

In one bilingual home, four-year-old Tiffany, whose mother is French, went through a silent period and would never communicate in her mother's native language. After six months at Bilingual Babies, "her bottled up language was uncorked, and she started bubbling out French," says Benson. Mom Auria Kohler has been attending Bilingual Babies with Tiffany and has taken French for nine months and Spanish for six months. Auria says, "What I noticed is that Tiffany is now saying sounds and words perfectly in French that she usually had trouble with, for example, the French "r" like in *mon chérie* ("my darling"). And she talks to her grandma in France in French now, which is totally new. The art projects that she does in class are great because we put them on the refrigerator and she identifies them in French and/or Spanish every time she opens the door to get food, and she makes her dad do the same."

Supporting Research

How early does language learning occur? The inner ear is fully formed at birth, and recognition of ambient voices certainly occurs in the womb. Recent research indicates that babies as young as eight and a half months can sense word boundaries. But during the first year a newborn's vocal tract is not yet fully developed. So a baby's production of sounds goes through predictable stages: at one month the "crying" stage, to

continued p.17

"Language learning is doubtless the greatest intellectual feat any one of us is ever required to perform."

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three months and the "goo" stage (marked by back of the mouth sounds). "Cooing and laughter" occur around four months, "reduplicated babbling" at eight months ("MaMaMa", "DaDaDa", "BaBaBa"), and the "single words" or telegraphic speech stage ("All gone milk") occurs at about one-year-old. During this vital year-long language journey, a human child is obsessed with exploring the potential of making sounds: raspberries, loudness, pitch, and even whispers.

Baby Bilingualism

"Baby Bilingualism" is a loose, catch-all term. Measuring early childhood bilingualism can include rudimentary responding to yes/no questions, paraphrasing, child comments on the structures of a language, and the ability to acquire new skills under verbal directions alone. According to Benson, bilingualism ranges on a spectrum, from "oral acquaintance to total fluency in reading and writing."

"It's not a question of how many words the students are learning," Benson stresses, "but how much fun they are having learning many songs and new sounds."

Younger students start playing with the sounds of foreign words in their mouths, exploring the "phonotactics" of French, Spanish, and German. Benson says, "Some students are heard to be alternating between the Spanish and French 'R' sound—"rrrrr" and "RRRRR". Benson says one young student "mastered the French nasals by repeating them about what seemed a million times." That kind of uninhibited vocal play is one of the main reasons children can acquire a language virtually without an accent.

According to the eminent linguist, Leonard Bloomfield, "Language learning is doubtless the greatest intellectual feat any one of us is ever required to perform." Each child must forge an individual path to acquiring a language, a learning curve that can be filled with false starts and errors. An English child might reduce the polysyllabic "refrigerator" to "fred fred". Spanish children might use "sabo" to indicate they know something by following the general rule to use the "o" for first person, when the correct form is "sé". Some sounds come much later. The difficult English "TH" sound is not mastered by some until age 7. The singular "foot" may be learned at one time; the plural "feet" at another. Language learning is not just an imitative process, it is seen as a creative process where children discover the rules of a language, usually by making errors or overgeneralizations.

From Epiphany to Reality

The Bilingual Babies' learning space is totally small-fry oriented and baby-proofed. Sponged swirls of soft pastels represent treed forests on the walls, tented blue sheets hanging from the ceiling stand in for the sky, small dangling mobiles of cotton are clouds alternately labeled *nuage* (French), *nube* (Spanish), and *wolke* (German). An adjoining paint room with rubberized floors invites children to paint with gusto and abandon. The language room is filled with fun language reinforcements: a paper plate Snowman with the German title "Schneemann"; children's drawings of three brown bears with the Spanish caption "Los 3 Osos: Grande, Mediano, Pequeno", and a larger heart-shaped Valentine worded, "Joyeuse Saint-Valentin", scripted in beautifully cursive French. A stretched banner proclaims Ann Benson's uplifting motto: "Music Warms Our Hearts."

Ann Benson came up with the idea for the Bilingual Babies system several years ago, and perfected it with a lot of trial and error and sweat and tears. Benson's epiphany coincided with her learning of Spanish. She says, " One day I was sitting and looking out the window and realized that *ventana* is window; different words, different portals on human culture."

Her 'Eureka' moment came when she "realized the South Florida area is pregnant with other cultures and points of view." She knew of children in bilingual homes, "where one of the parent's languages had fallen into

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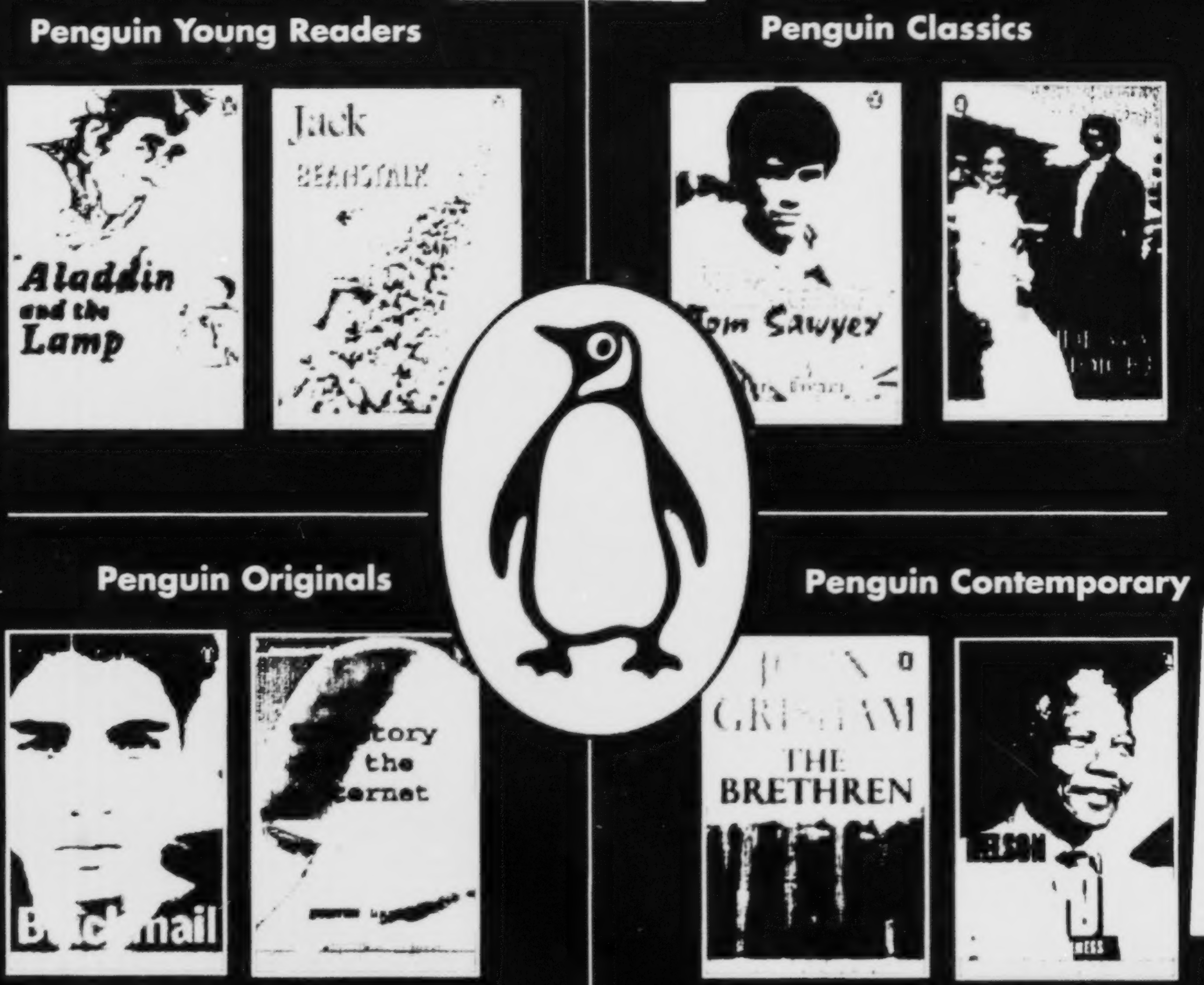
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disuse. So Bilingual Babies was an idea just waiting to happen." And the response has been overwhelming: Benson has had to add classes, find and train teachers, and offer materials to parents who also want to learn a new language alongside their toddlers.

Renaissance Children

Benson is a certified Montessori teacher, with a bilingual Spanish degree, and is certified by the Musicgarten program at the University of Miami. In addition, she teaches the music and movement program at the Conservatory of Music at Lynn University. Benson has combined all of these strands, as well as her stay in Mexico and background as a public school teacher into a unique method of delivering language to youngsters.

Benson sums up the vision of Bilingual Babies, "The solution to the 'Language Gap' is not in some Ivory Tower, but is right down on the floor with the toddlers and out of the mouths of our babes!" Benson realized that if singing and movement can have such a powerful affect on teaching toddlers to speak their native language of English, it should have the same effect on teaching a second language. Bilingual Babies interlaces body movement, art, and music in a total immersion environment. Benson also asserts, "The number one goal is to develop a parent child relationship. Language learning is the means to bond them closer together."

The benefits of being acquainted with a foreign language are many. Benson notes, "Knowing word roots is transferable to academic areas such as building English vocabulary. The Center for Applied Linguistics reports that children who have learned a second language earn higher SAT scores, particularly on the verbal section of the test"

Children have a more flexible attitude toward other cultures and enjoy being more cognitively challenged. The Bilingual Babies program has opened a new world for four year-old Travis who has studied French and Spanish this past year with his mother Glenna Hearn. Glenna observes, "What I have noticed the most is how the program has affected his creativity. Travis is much more aware and interested in what is going on around him then before, like with the Olympics. He is very excited about the whole concept of different people in the world speaking different languages—it has really made a difference in his life."

Instructors at Bilingual Babies, like Soundouss Kettani who teaches French, are expressive, energetic, and animated with the children. "There is lots of singing and clapping and stomping out the rhythms of the various languages," says Benson of her teachers. There is plenty of storytelling and the children re-tell or invent their own stories in a second or third language.

At a recent class, the students begin by singing the "Hello Song" in Spanish. "Buenos Días, Saludos a Mamá, Saludos a Papá," with an enthusiasm that is infectious. Ann says, "After nine months of this song, the children have gotten all the elements of the salutations memorized forever because the input is comprehensible even to toddlers".

Leave No Parent Behind

Language bonding is a family affair as well. "Supporting a bilingual spouse is an outcome of the program and reviving a language that has been laying about the home dormant," says Benson. She adds, "The program focus is also on 'Leaving No Parent Behind.'" To accomplish that she has language kits for the parents to learn language along with the kids. Music and the target culture are also required motifs at Bilingual Babies. "We provide the parents with take-home music and lessons. In fact, the children actually request this music at home," she adds.

Benson spends some time dealing with parents' misconceptions about language learning. Common anxieties are that learning a second language will somehow "confuse" a young learner. Other fallacies Benson puts to rest are the idea that some languages are superior to others and that the number of languages a human is capable of learning is somehow limited. Some parents are concerned about "code switching" where the children flip back and forth between languages. Benson explains that, "Switching may be viewed as a positive extension to language for bilingual speakers, rather than an interference."

Benson has big plans for Bilingual Babies. In addition to Spanish, German, and French, she plans to expand to languages such as Portuguese, Chinese, Japanese, and Italian. "With Chinese, the children will paint Chinese ideograms and with Japanese, Katakan script while listening to Asian music," says Benson.

Why offer so many languages? "Why not?" says Benson. "Our world community is like a rich tapestry of many colors and threads—why limit our children to experiencing life in black and white when each culture, each language gives something special, something unique. We need each thread to make the beautiful tapestry that makes up our world." ■

Steven Donahue, a professor of ESL at Broward Community College, is the features editor of *Language Magazine*. The Musical Beginnings website can be found at www.rxs.com

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Making th

The question of how to best meet the needs of children whose first language is not English has created controversy among educators, politicians and the media. **Ben Ward** spoke to Delia Pompa, executive director of NABE, the National Association for Bilingual Education about NABE's role in the debate.

Even the most enthusiastic supporters of bilingual education in the U.S. would find it difficult not to admit that it has faced some serious challenges over the last few years, notably in the form of California's Proposition 227 (approved of by voters in 1998), a similar measure passed in Arizona in 2000 and copycat ballot initiatives in other states that aim to restrict or prevent instruction in languages other than English.

A principal advocate of bilingual education who is rising to meet these challenges is Delia Pompa, executive director of NABE, the National Association of Bilingual Education. According to Ms. Pompa, the sometimes negative public perception of bilingual education (which is even stronger in certain sections of the media) is an attitude that she is working hard to change by finding "new ways" to define the issues that confront parents and others with an interest in education.

Ms. Pompa came well equipped to the directorship at NABE, which she has held for almost three years. From 1995-99, she served as the director of the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA). Ms. Pompa is also a former Title VII Fellow, bilingual kindergarten teacher, and Title VII teacher-trainer with a long and distinguished track record in education.

The confusion and misconceptions surrounding bilingual education, says Ms. Pompa, are caused by the fact that it is "one of the most misunderstood issues facing parents and educators." Part of her task as executive director of NABE has been to reframe the debate by "focusing

Case for Bilingual Education

Delia Pompa (third from left) with members of her staff after a briefing with President Bush on the No Child Left Behind education law .

> The confusion and misconceptions surrounding bilingual education, says Ms. Pompa, are caused by the fact that it is "one of the most misunderstood issues facing parents and educators."

on the kids" themselves through the establishment of after-school programs and other initiatives designed to meet the needs of limited English proficient children. "Advocating for children and their diverse needs and not just focusing on language," says Ms. Pompa, "is preferable to a 'one size fits all' approach."

Ms. Pompa noted that the recently ratified agreement on Title III of the Elementary and Secondary Education Act (ESEA) (*Language Magazine*, January 2002, p.10) provides support for programs that serve linguistically diverse students, something she and other advocates of bilingual education had argued in favor of. In particular, Ms. Pompa applauded the fact that proposed arbitrary time limits on native language instruction suggested by some legislators had been left out of the final bill. "These limits would have placed a lot of duress on the kids," said Ms. Pompa, " and would not have helped them learn English."

NABE will sponsor four Regional Workshops on Title III to provide information on changes to the Federal Bilingual Education Act. Attendees will learn about the changes including the intent of the new law, the new federal accountability provisions and funding formula structure, new resources available to states and schools, and new requirements regarding the education of English Language Learners and immigrant students. They will also receive technical assistance on meeting federal criteria in local/state implementation plans, details on the continuation of existing (former Title VII) grants and a resource kit filled with useful materials

Much of Ms. Pompa's energy has been devoted to transforming the image of NABE itself. The association has a new logo and website with enhanced content and design. The rebirth of the association's newsletter *NABE News* as an attractive colorful theme-based publication is also helping to reaffirm attitudes among bilingual educators themselves.

As NABE redefines its image, Ms. Pompa says that it is important for the profession to be seen as experts in the field and to "make sure that the voices of children are heard." This includes advocacy by NABE at the federal, state and district levels. "It is a professional responsibility to be a member of NABE," says Ms. Pompa, "through which bilingual educators can gain a national perspective and support each other."

As for the challenges faced by advocates of bilingual education in the form of Proposition 227 in California and Proposition 203 in Arizona, Ms. Pompa notes that both measures and similar proposals only occur in states where ballot initiatives are allowed. In much of the debate, says Ms. Pompa, the voting public is "misinformed" as to the true intent and purpose of bilingual education and in any case, she says, "many parents don't vote."

Ms. Pompa hopes that common sense will prevail in the debate over bilingual education. "Many people are realizing that Proposition 227 is not a silver bullet and that the issues surrounding the education of limited English proficient children are more complex than many voters had first thought."

In the wake of the September 11 attacks, Ms. Pompa says she has noticed a new spirit of tolerance among America's diverse peoples. She hopes that in this atmosphere, much of the antagonism that has been generated by the issue of bilingual education can be dissipated and that "common sense will prevail."

The NABE 2002 Professional Development Conference is being held in Philadelphia, March 19-23. ■

Esperanto Vivas!

E. James Lieberman explains the appeal of the world's most famous invented language.

Esperanto lives! While language buffs and students have fun with it, there are good reasons for language professionals to take Esperanto seriously. As Goethe said, *"we do not really know our mother tongue until we have learned another language well."* Esperanto from the start becomes the psychological property of its users, enabling them to reach like-minded speakers in all parts of the world. At the same time it helps us understand our mother tongue and any other languages we know or want to learn.

With Esperanto as a first foreign language, students grasp the core elements of grammar and syntax efficiently, not having to memorize hundreds of exceptions to rules. The rapid learning that comes with streamlined rules brings immediate satisfaction to Esperanto speakers. Learners can risk being creative at an early stage with basic rules that are logical and constant.

They gain a second language that quickly feels more personal, less foreign, and can be used on the Internet to reach around the world. Beginners make mistakes, but the onus is less than when another person's mother tongue is at stake. The modest—but not trivial—effort to meet halfway with Esperanto reflects practical idealism and respect for individual and cultural difference. The language exists to strengthen ties with the whole *monda familio*—world family; speakers enjoy a playground without borders, a chat room or coffee house without walls!

Esperanto takes us beyond hotel and taxi English in 100 countries. Besides its practical utility, Esperanto symbolizes linguistic equal rights, preservation of all languages, and the democratization or "greening" of diplomacy. English is meeting some resistance on the world scene as globalization stirs passions against real or perceived economic and cultural imperialism. Americans compound the image problem by acting as though speaking English from birth excuses us from learning another language. Esperanto could provide a first step in serious foreign language study for Americans.

Hundreds of languages and cultures disappear every year. As "big" languages dominate the globe, smaller ones become less economically viable. In ecological terms, Esperanto is to English as bicycle path is to highway. People can get places faster with cars than bikes, but roads and big vehicles take a toll on the environment. Ecologically sensitive communication and travel are forces to be reckoned with.

Where Did Esperanto Come From?

Ludovic Zamenhof (1859-1917) grew up in Bialystok, Poland, where he keenly felt the curse of Babel, hearing Yiddish at home and

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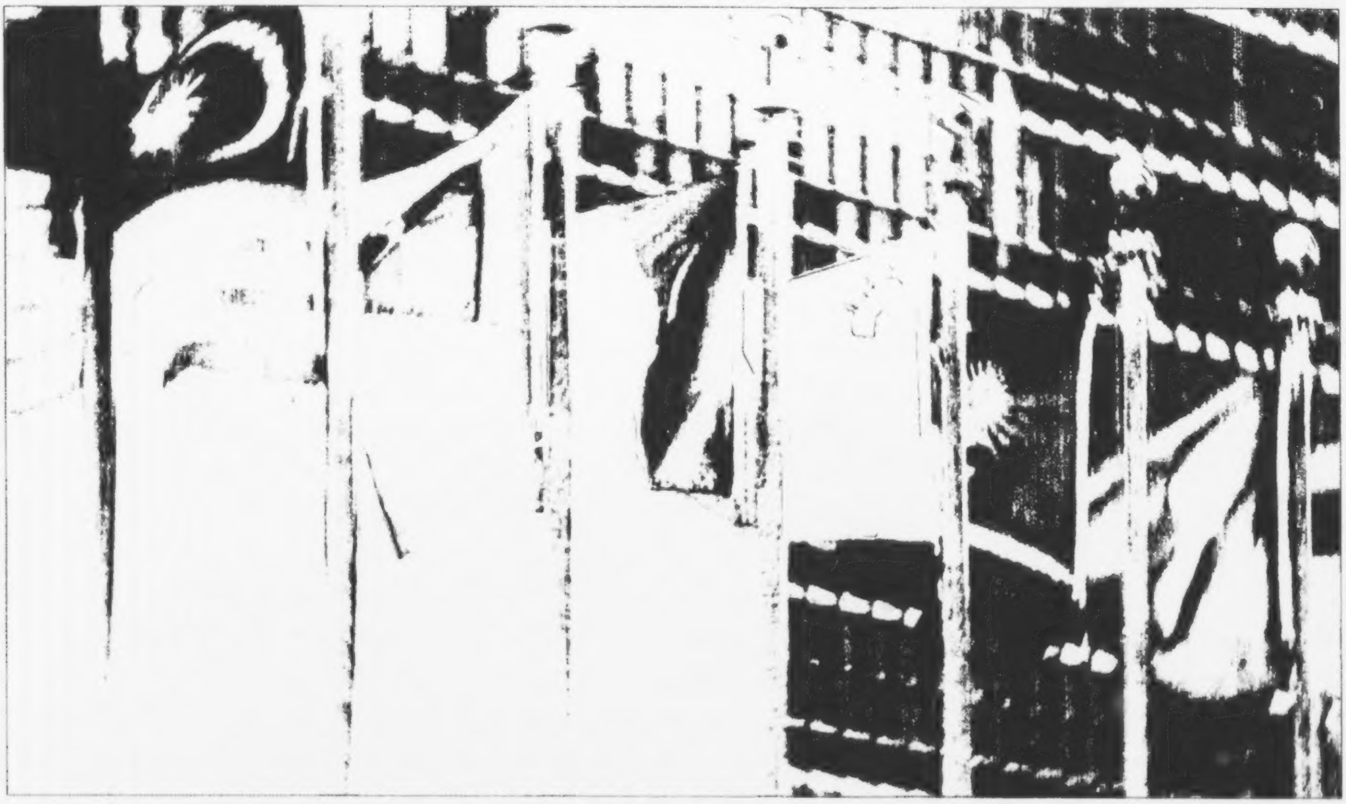

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Polish, Russian, Lithuanian, and German in the community. His father, a translator, worked in eight languages and young Ludovic had linguistic (and musical) talent to match his idealism.

Initially Zamenhof thought Latin or ancient Greek might serve as a common second language for all nationalities, but gave up the idea as impractical. He started constructing a completely new (*a priori*) language with made-up vocabulary, but couldn't learn it himself. Then English struck a chord with the teenage scholar because of its relatively simple grammar. Zamenhof proceeded to work out a language with logical grammar governed by a minimal set of unvarying rules. The effort took years.

Borrowing vocabulary from 3,000—or even 50—different languages would help no one, so Zamenhof chose word roots that were already international, mostly from Latin or Romance languages (80 percent), plus German, and Russian. Greek gave him *kaj* for "and," as well as the plural form *-oj* (pron. as in *hoi polloi*). Counting in Esperanto follows the regular formula found in Chinese; Zamenhof came to it through pure logic.

He found another logical feature in Russian, agglutination (notable also in Turkish). Gluing affixes to roots makes new words—often eight or ten per root. As with the musical scale or the rules of chess, infinite variety emerges from a simple structure of possibilities.

Building vocabulary becomes easy. The ending *–o* denotes noun, *-a* = adjective, *-e* = adverb, *-as* = present tense verb, *-igi* = transitive verb, infinitive, etc. Zamenhof chose *mal-* to mean "opposite," and instantly created two meanings for many roots (see box inset).

"Esperanto," Zamenhof's pseudonym, is a participle from *esperi*, to hope; literally, "hoping-one."

If language can be so straightforward, why are ethnic tongues so complicated? What does human society gain? For one thing, strangers are known by their accents. For another, correctness in grammar and size of vocabulary are status indicators. In local language, difficulties probably serve a purpose, but not in a practical international tongue.

Elders laugh when children stumble over exceptions while obeying grammatical rules. Kids say "slided" and "hitted," "foots" and "mouses." They do automatically what Zamenhof consciously put in his design. Ironically, despite the fact that it exemplifies natural childlike logic, Esperanto is called an artificial language.

Zamenhof the poet, staying open to childlike process, played with language seriously. He translated the Bible and other texts, wrote original poetry and prose, and taught the elements to a few friends for con-

Esperanto Examples

varma / malvarma	hot / cold
bela / malbela	beautiful / ugly
sana / malsana	healthy / sick

Zamenhof chose the suffixes –et and –eg for "small" and "large":

domo	house	varmeto	warmth
dometo	cottage	beleta	cute, pretty
domego	mansion	malvarmega	very cold

Affixes can become roots: la malo = the reverse, mala = opposite, contrary; male = contrarily; maligi = to reverse; eta = little, small; ege = vastly, greatly.

All verbs have regular conjugation:

ami	to love	amu	love!
amas	loves	amanta/amata	loving/beloved
amis	loved	aminta/amita	[past part.]
amos	will love	amonta/amota	[fut. part.]
amus	would love		

More About Esperanto and Other "Planned" Languages

Esperanto is the best-known and most successful of the world's invented languages. But there are many others–between 1880 and 1907, notes author Bill Bryson in his book *Mother Tongue*, no less than 53 universal languages were proposed! More recently, Diego Marani, an Italian translator working at the European Union, created Europanto, which is 42 percent English, 38 percent French, with elements of Spanish, Italian, and German (see *American Language Review*, November/December 1999, p.4).

Here is a guide to finding out more about Esperanto and other invented languages:

Esperanto (information courtesy of Dr. Lieberman)

The Esperanto League for North America (ELNA) is a good source of information resources (including free lessons). ELNA can be contacted through their website (www.esperanto-usa.org) or by calling 1-800-ESPERANTO

The Esperantic Studies Foundation supports research and education on world language problems. See www.esperantic.org.

www.edukado.net is a website in Esperanto and dedicated to the language.

Summer Esperanto Workshop, July 8-26, SIT, Brattleboro, VT. See www.esperanto.org/nask/

Volapük

Volapük was first published in 1879 by Johann Martin Schleyer (1831-1912) and was very popular for a short time before it was taken over by Esperanto. Volapük still remains important in terms of its historical impact as a constructed language, the number of speakers it once had, number of publications and so on. For more information about Volapük, go to www.invisiblelighthouse.com/langlab/dejong.html Ken Caviness has an excellent page of Volapük-related links at http://personal.southern.edu/~caviness//Volapuk/

Ido

Ido was invented by a group of scientists and linguists who felt that languages like Esperanto and Volapük could be improved upon. You can find a lot of information about Ido by going to http://members.aol.com/idolinguo/general.html

Europanto

If you want to have fun learning the "new language of Europe" as its advocates describe it, go to http://come.to/europanto although when we checked the link, it didn't work. You may have better luck with the webpage of Europanto's inventor, Diego Marani (http://www.mediamatic.nl/magazine/9_4/marani_europanto/marani_1gb.html)

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versation practice. From all his years of effort came an attractive, user-friendly, politically neutral language. Today, non-Westerners don't mind that the vocabulary is European. They know (better than we do) that there is no common Asian or African vocabulary, and that, for example, the difference between Korean and Chinese (or Arabic and Bantu) is as great as the difference between any of them and English.

Where Esperanto is Going

The original pamphlet *La Internacia Lingvo* (1887) introduced the language of "Doktoro Esperanto" to a receptive world. Leo Tolstoy, linguist Max Müller and other respected intellectuals along with idealists and practical people of diverse backgrounds were enthusiastic. Henry Phillips, of the American Philosophical Society, produced an English version in 1889. But there was plenty of skepticism and opposition. Czarist censors shut down an Esperanto magazine for printing an article by Tolstoy.

Within a decade, Esperanto societies took root in the freer countries of Europe and elsewhere. In 1905 the first international congress was held in France, with about 700 Esperanto speakers from 20 countries. This was the crucial test. The meeting was a great success. People understood one another in lecture halls, small groups, and one-to-one. Zamenhof, the bold and humble author, became an instant hero. He came to Washington in 1910 for the fifth Congress; local police learned enough Esperanto to assist the delegates, who, among other things, were presented a vocabulary of baseball. Zamenhof died in 1917, discouraged by the Great War but hopeful that his work would contribute to harmony in the extended human family.

Since then Esperanto has developed a worldwide community of users, an impressive library of original and translated works, dozens of current magazines, web sites, conferences, interest groups, and short-wave broadcasts. Grammar and pronunciation remain stable; vocabulary enlarges to include topics from haiku to nuclear physics. Its literature has expanded to thousands of volumes, putting Esperanto among perhaps the top 50 languages. There are couples who met through Esperanto whose children learn it as a second mother tongue and thus are native speakers! The Universala Esperanto Asocio, Rotterdam, has consultative relations with UNESCO and publications including a directory of delegates in over 100 countries who volunteer to help with a whole catalog of topics if contacted in Esperanto. Annual congresses bring out 2,000 or more people from over 50 countries. A few colleges have courses in Esperanto, including UC-Berkeley, Stanford, and several in Europe. Esperanto can function as a bridge language for translation between two others—with accuracy equal to direct translation. This has relevance for international organizations and for the improvement of computer-assisted translation. Esperanto may well be a safer alternative to English for use in air traffic control.

Zamenhof once wrote that Esperanto is to ethnic language as a canal is to a river. You don't have to make the canal winding and irregular to imitate a river; A beautiful canal can be straight and simple. Hundreds have tried to create a universal language, including some noted linguists. But only Esperanto has taken hold to become a living, working language with a worldwide community of speakers.

As one who has used Esperanto for almost 50 years, I believe it fills a need for people who want to go halfway to meet others on neutral ground. With it I have gained friends, improved my English, and gone beyond the tourist spots. I still learn about the mind and enjoy the beauty of language as seen through Dr. Esperanto's kaleidoscope. ■

E. James Lieberman, M.D. (ejl@gwu.edu) is a Washington psychiatrist and translator, and former president of the Esperanto League for North America.

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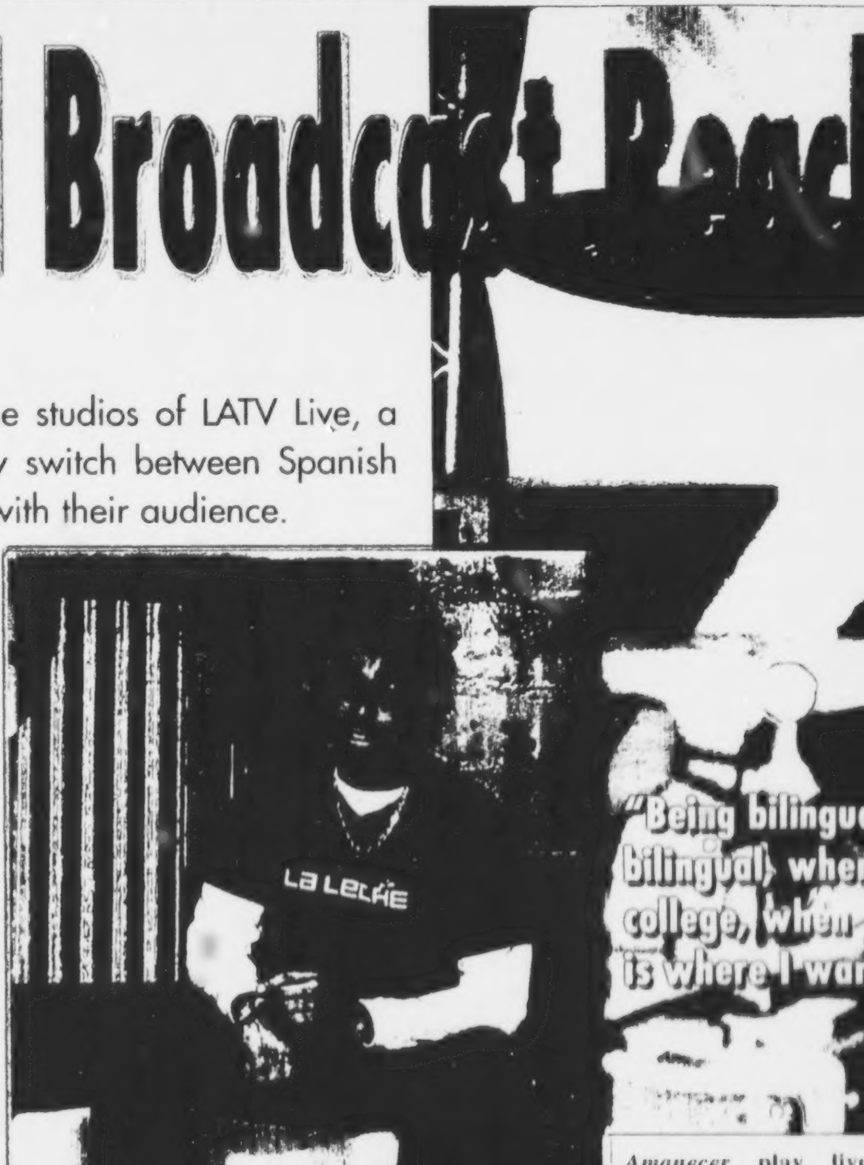
Bilingual Broadc

Daniel Ward reports from the studios of LATV Live, a show whose presenters freely switch between Spanish and English to communicate with their audience.



“Being bilingu
bilingual) when
college, when
is where I wan

Amanecer play liv
music in the LATV studios, (inset left) veejay
Paul Saucido and (inse
right) Flavio Morales.

For a year-old TV show full of music videos, *LATV Live* has been getting a lot of attention recently. The *LA Times* and the *New Times of LA* have run features on the fledgling show, which has now caught the eye of the major networks.

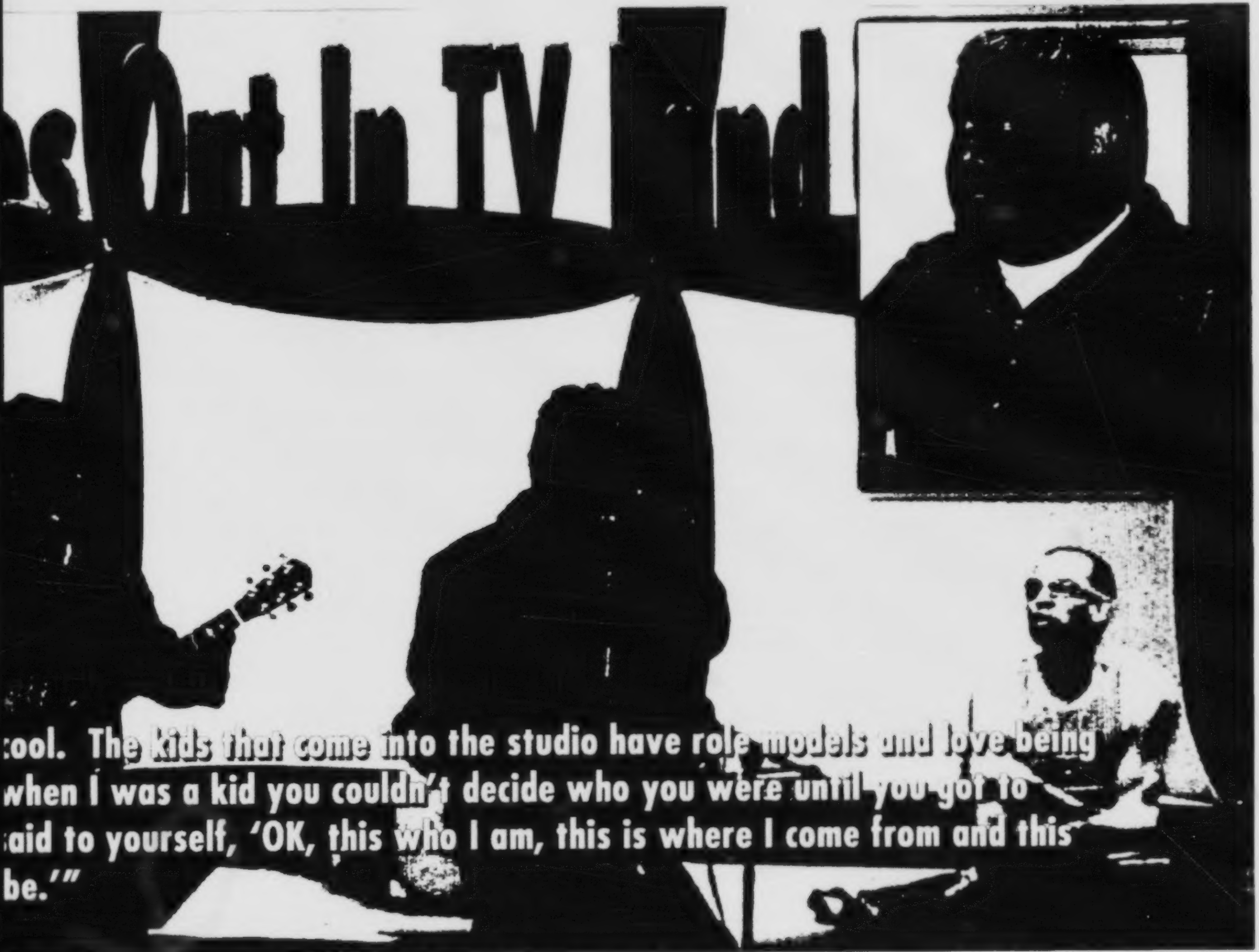
So, what's so special about *LATV*? It speaks to its audience in a voice, which is cool and is one that they are comfortable with—a bilingual voice. The veejays (video jockeys) jump between Spanish and English at will, creating an edgy, but intimate chemistry with their viewers.

According to program director, Flavio Morales, the show reflects, "What L.A. is all about, which is bilingual—that's the reality!" Flavio, who is proud to have four teachers in his family and was taught on an ESL program until he was eight, explains that the bilingual format is a result of their experience on Spanish radio shows where most of the callers spoke in English even though the music was Spanish and the DJ's spoke in Spanish. After a while, "It seemed natural to do some of the show in English," said Flavio.

LATV Live is produced at KJLA studios in West Los Angeles and is on-air only three nights a week. Although no audited viewing figures are available, it's clear from the crowds begging to get into the studio audience and from the response to their phone-ins that LATV is attracting a healthy number of viewers. Flavio's background in advertising, where he worked on Latino-oriented campaigns for brands such as Miller, Microsoft, Nike and Coke, has made him well aware of the importance of audience demographics; "We've realized that we're reaching two different audiences—those who are second or third generation Americans and those who have recently arrived. We're also finding that entire families are watching, where the older people watch for the music and the younger people watch it to see what's going on. We've even had emails from families saying that this is the only show they sit down and watch together—it's become a bridge between us and them."

LATV's veejays are representative of their audience: ultra-cool actor/presenter Paul Saucido, who also happens to be running this year's L.A. marathon in aid of the California Youth Theatre's Migrant Education Program, is a fourth generation Mexican-American who describes himself as

Photographs: Peter Brown



ool. The kids that come into the studio have role models and love being
when I was a kid you couldn't decide who you were until you got to
aid to yourself, 'OK, this who I am, this is where I come from and this
be.'"

a Chicano, while the feisty and engaging Melissa Gonzalo is a first generation Spanish-American with parents from Madrid. Paul admits that his spoken Spanish is not fluent: "Out of the five veejays, I speak the worst Spanish which has always been a strong characteristic in the relationship between me and my fans. They know I struggle—it's kind of fun. I've gotten better through the show and the music, but it's definitely a unique Chicano experience. I understand a lot of Spanish, I actually read Spanish with a very good accent, I can sing it very well too, because when I was growing up that was all we used to do on trips back home to Phoenix."

On the other hand Melissa, who graduated in English at UCLA and originally intended to be an English professor, is completely bilingual and flits between Spanish and English naturally. "I learned English and Spanish at the same time and am completely comfortable in both languages. I'm first generation, so I learned English at school and Spanish at home," she said.

Flavio maintains that whatever sounds natural is best. "If they feel comfortable they can go back and forth, back and forth, but what we find when people start with us is that they are either too calculated in the way that they split their words or that it's just so hokey, so expected, because they think that that's the cool way to say it." But sometimes he believes only Spanish will do. "They do get notes from me about phrases that should be in Spanish because they make more sense that way," Flavio said.

Key to the success of LATV has been the resurgence of Latino pride. Flavio says, "Now that the census has come out, being bilingual is cool. The kids that come into the studio have role models and love being bilingual, whereas when I was a kid you couldn't decide who you were until you got to college, when you said to yourself, 'OK, this who I am, this is where I come from and this is where I want to be.'"

LATV's management has been in talks to extend its programming hours in Los Angeles and go national in the same bilingual format. They are working on all sorts of programs, from a Latino "90210" to variety shows to educational output. "First of all it has to be good before anybody watches it," explains Flavio, "I don't care how hungry people are to see Latinos on TV. If it's not any good, they're not going to stay watching it. Our challenge is always to keep the show evolving, getting it fresher and getting it better." With such enthusiasm and drive, don't be surprised if Flavio and his team achieve their goal of becoming America's first fully bilingual network. ■

Daniel Ward is a consultant editor of Language Magazine.

Tony Donovan explains how becoming a translator involves much more than just knowing two languages.

A recent article in the *Christian Science Monitor*[1] reported that the FBI had received more than 20,000 applications in answer to its advertisement for 200 translators of Farsi, Pashto and Arabic. With so many responses, one would assume that these positions will be filled but the question remains whether even this enormous quantity of applicants will yield the quality of translators needed to perform the daunting tasks required of them.

Simply knowing two languages, even well, is no guarantee that a speaker can translate from one to the other. Many of those in the ESL field are quite competent in at least one foreign language, usually acquired through formal study, extended living abroad or a combination of these. But with the exception of true bilinguals, those who fit into this category of dual language speakers would probably find it beyond their capabilities to translate from one language to another without a great deal of difficulty.

Spanish, for example, has become the second language in the U.S. in recent years, and many Americans now use it in all kinds of situations. But when asked to translate a Spanish language newspaper or official document of some kind into English, many "bilinguals" will almost certainly have to resort to a dictionary or other language resource, which requires both time and effort in their use. Even true bilinguals who may be proficient in translating spoken everyday Spanish into comprehensible English, may be stymied translating written Spanish into written English. Conversely, even a holder of a PhD in Spanish Literature may not be able to summarily render colloquial Spanish conversation into its correct English equivalent. Speaking and writing are two skills, as we all know, requiring quite different abilities, training and practice. The two seldom come hand in glove.

It usually requires years of practice to attain a professional translator rating. Professional translators generally specialize in certain fields, especially when the two languages involved are linguistically unrelated. Thus, an Arabic-English translator may specialize in translating Arabic newspaper articles dealing with economics, politics, commerce and similar journalistic fields. Another translator may specialize in translating spoken Arabic, which is considerably different from written Arabic and involves several dialects each requiring specific study. It would be quite rare to find an individual proficient in both skills at the professional translator level.

To complicate matters even further, there is a formidable difference between translating and interpreting. In essence, translating simply means coming up with a nearly word for word rendition of a text. Very often, the results are unsatisfactory if not totally meaningless. What one really needs is an interpreter to render the text into idiomatic, comprehensible English. A translation, in other words, shows what the text says. An interpretation lets you know what the text actually means.

For instance, a translation of the very common Arabic phrase *inshallah* is usually given as "If God Wills It". This is correct insofar as that it is a word for word translation of the phrase but it does not often really "mean" that. In fact, the phrase has an almost unlimited range of possible meanings in English depending on the context within which it is used. An English teacher, for example, reminding an Arabic speaking student to show up for a 3 p.m. appointment later in the week might say, "Don't forget to come at 3 p.m. on Thursday." And the student might respond with our phrase "inshallah". Now the student here doesn't really mean "If God Wills It"—he is really saying something like "I'll remember" or "Don't worry" or "I'll try my best", and this is how it should properly show up in an English rendition of his phrase if it is to make any sense to an English speaker and not sound quaint or "foreign". This dichotomy between what is said and what is meant exists in plain old English, where we have phrases such as "Good God Almighty" and "For God's Sake" and in such cases, both speaker and listener are fully aware that no deity is really being invoked. It's "just a phrase".

Former South African President Nelson Mandela (right) and the Chinese Premier Zhu Rongji (left) listen to translators relaying their messages of greetings during a 1999 summit in Beijing.

Another problem is that English translations of foreign texts or spoken segments can be stilted and in some cases vague as to the true intent of the original. Needless to say, in cases where precise or exact meanings are required, the results of a flawed translation can have serious consequences.

Globalization may be a current buzzword in intellectual, commercial and political circles, but the reality is that, linguistically speaking, the U.S. is still in the Dark Ages. Given the international standing of the U.S. in every field of endeavor, this dearth of language skills is nothing short of astonishing. In my particular field, for example, Arabic, a recent survey indicated that in the entire U.S. last year, no more than nine(!) scholars

Putting Meaning Into Words

"Globalization may be a current buzzword in intellectual, commercial and political circles, but the reality is that, linguistically speaking, the U.S. is still in the Dark Ages."

graduated with a degree in Arabic. Some of these were undoubtedly native Arabic speakers studying for their degrees in America. Indeed, except in the case of the major European languages, professional translators are normally native speakers of the foreign language that they specialize in.

A final note of caution is in order here. Prospective professionals in this field should be aware that for many, burn out is a common result in this labor-intensive discipline. If all one's time is taken up with translation, boredom and tedium tend to set in pretty quickly, often within a matter of months.

What might have appeared to be a dream job in the abstract can speedily turn into a glorified factory treadmill vocation in reality.

Becoming a translator or an interpreter is an undertaking one must investigate realistically. It's not simply a question of knowing your own language and another one quite well.

It is a much more involved, time consuming and difficult profession to pursue than is generally acknowledged. ■

Resources:

For more information on employment as a translator, check out the American Translators Association website at www.atanet.org

Note 1:

See http://www.csmonitor.com/2002/0117/p14s02-legn.html

Tony Donovan, English Language Lecturer, King Fahd University of Petroleum & Minerals, Dhahran, Saudi Arabia.

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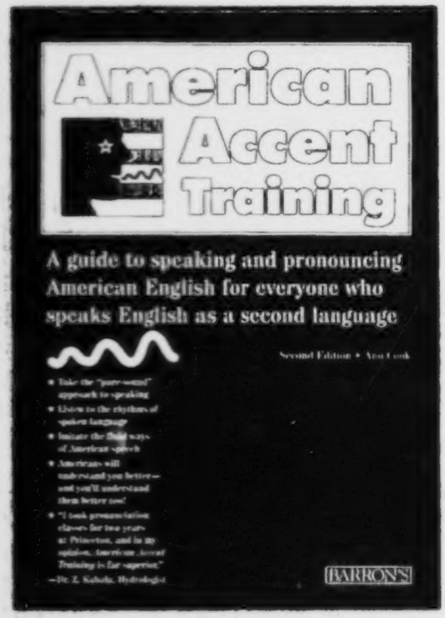

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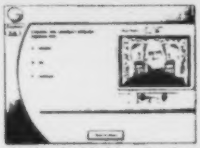

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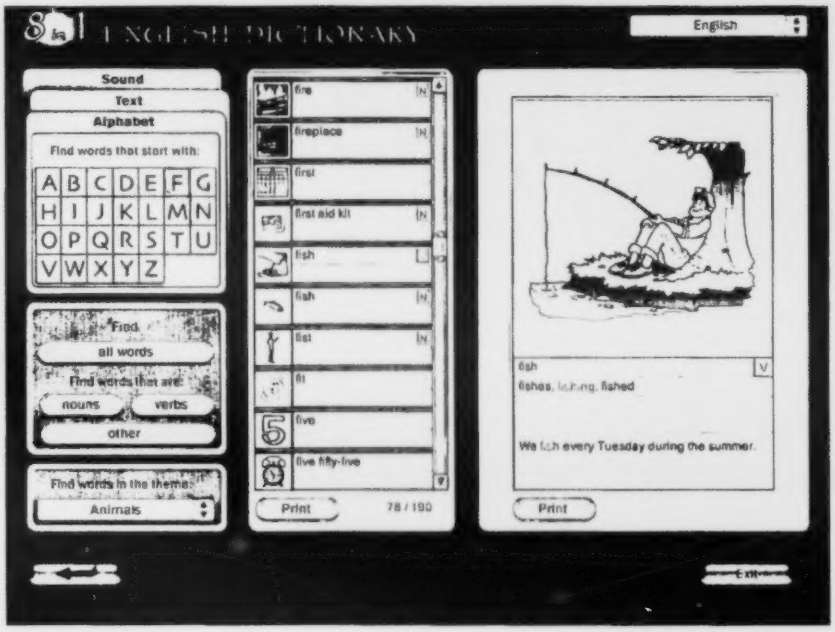
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Getting Real in the Golden State

Penelope Eckert and **Norma Mendoza-Denton** discuss the diverse and still developing linguistic features of speech in California.

When people think of California English, they often recall the stereotypes like those made famous by Frank and Moon Unit Zappa in their song "Valley Girl," circa 1982. "Like, totally! Gag me with a spoon!" intoned Moon Unit, instantly cementing a stereotype of California English as being primarily the province of Valley Girls and Surfer Dudes.

But California is not just the land of beaches and blonds. While Hollywood images crowd our consciousness, the real California, with a population of nearly 34 million, is only 46.7% white (most of whom are not blond and don't live anywhere near the beach). For generations, California has been home to a large Latino population that today accounts for 32.4% of the state's total numbers. It has also been home to a large Chinese-American and Japanese-American population and in recent years, with the influx of immigrants from other parts of Asia, the state now boasts a large and diverse Asian-American population (11.2%).

Most of the sizeable African-American population (16.4%) in California speaks a form of African-American Vernacular English, with few traces of surfer dude or valley girl.

Each of these groups speaks in a distinctive style providing a rich set of linguistic resources for all inhabitants of the state. Ways of speaking are the outcome of stylistic activities that people engage in collaboratively as they carve out a distinctive place for themselves in the social landscape. In fact, linguistic style is inseparable from clothing style, hairstyle, and lifestyle. No style is made from scratch, but is built on the creative use of elements from other styles, and California's rich diversity makes the state a goldmine of stylistic activity.

In 1941, linguist David De Camp proclaimed that California English was no different from the English of the East Coast. But, over the decades since the 1940s, a distinctive accent has developed among much of the population of the state. Some of the features of this accent were highlighted in Moon Unit's parody of California speech.

It is important to remember that California is a new state. It takes time and a community to develop common ways of speaking, and English speakers have not

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Despite preconceptions, most Californians don't live anywhere near the beach.

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been settled in California long enough to develop the kind of dialect depth that is apparent in the East Coast and the Midwest. In a study of three generations of families living in the Sunset neighborhood of San Francisco, linguist Birch Moonwomon discovered that what was a fairly diffuse dialect at the beginning of the twentieth century became quite homogeneous by the end of the 1990s. While the oldest speakers born in the Sunset district pronounced their vowels in a variety of ways, their grandchildren pronounced them in a more uniform way.

"The chain shift occurring in California, although relatively early in its progress, will have a lasting effect on the system, eventually resulting in significant differences from other dialects."

So what are these features that constitute the stereotypic California accent? A group of linguists led by Leanne Hinton at the University of California at Berkeley studied the accents of a range of speakers in Northern California. In the speech of white people in California, as in many parts of the west, the vowels of *hock* and *hawk*, *cot* and *caught*, are pronounced the same—so *awesome* rhymes with *possum*. Also notable is the movement of the vowels in *boot* and *boat* (called back vowels because they are pronounced in the back of the mouth). These vowels all have a tendency to move forward in the mouth, so that the vowel in *dude* or *spoon* (as in *gag me with a…*) sounds a little like the word *you*, or the vowel in *pure* or *cute*. Also, *boat* and *loan* often sound like *bewt* and *lewn*—or *eeeeuuw*.

Finally, the vowel in *but* and *cut* is also moving forward so that these words sound more like *bet* and *ket*. These are all part of the commonly imitated California surfer speech. But there are also a few vowel shifts that go by almost unnoticed: the vowel of *black* often sounds more like the vowel in *block*, the vowel of *bet* is moving into the place of *bat*, and the vowel of *bit* is moving into the place of *bet*. Some linguists refer to these coordinated changes as chain shifts—one can think of them as a game of "musical chairs" played by the vowels in the mouth. It is different configurations of these games of "musical chairs," as it were, in progress in different parts of the country that create regional accents. The chain shift occurring in California, although relatively early in its progress, will have a lasting effect on the system, eventually resulting in significant differences from other dialects.

Of course, the prototypical California white speech variety is not just a matter of vowels. A single feature like this does not make a style, marking someone as a Californian. Rather it is the coordination of both linguistic and paralinguistic features in time, organized according to topic and differentially highlighted according to audience that characterizes the speech of any dialect. The extreme versions of the pronunciations that are described above are primarily found among young white Californians.

Innovative developments in the stereotypical California linguistic system may be so new as to be restricted to certain speech settings, with the most extreme pronunciations evident only in peer-group youth interactions. It is precisely these interactions that are the crux of stylistic development, and that is why linguists in California are spending considerable energy studying young people. One of the innovative developments in white English of Californians is the use of the discourse marker "I'm like," or "she's like" to introduce quoted speech, as in "I'm like, 'where have you been?'" This quotative is particularly useful because it does not require the quote to be of actual speech (as "she said" would, for instance). A shrug, a sigh, or any of a number of other expressive sounds as well as speech can follow it. Lately in California, "I'm all" or "she's all" has also become a contender for this function. We know that the quotative "be all" is not common in the speech of young New Yorkers, for example, while "be like" is. This allows us to infer that "be all" might be a newer development and that it may also be native to, or at least most advanced in, California.

With its diverse population, California's

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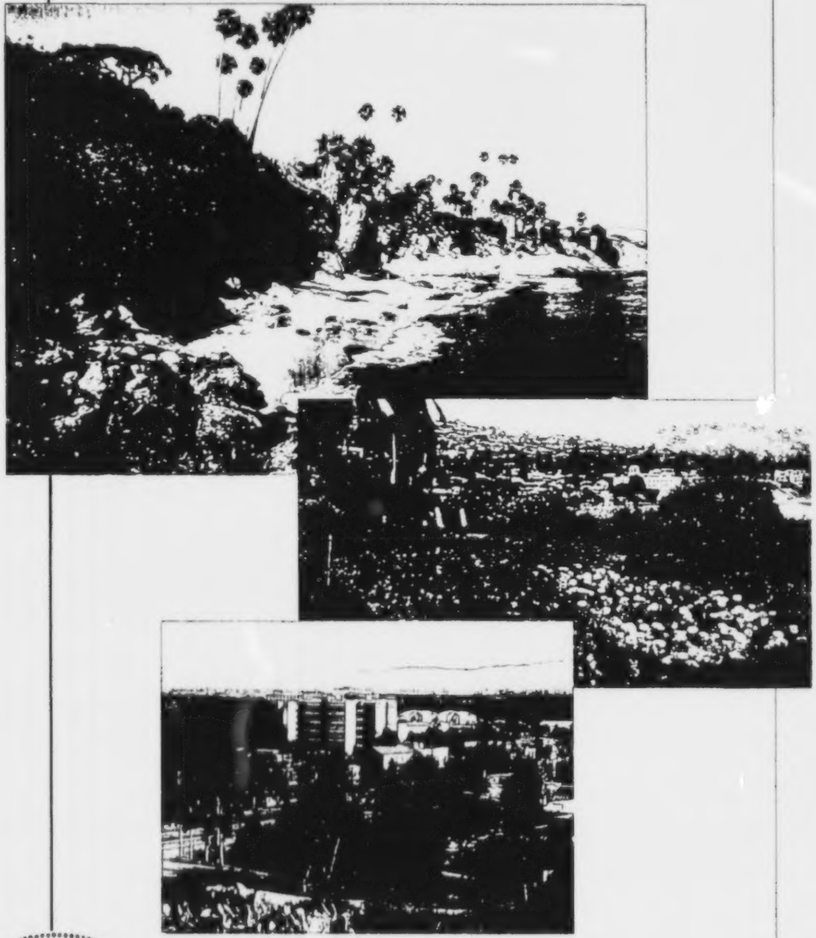

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"The turbulent history of migration and ethnic relations in California is another lens through which we must view past and current developments in California English. If dialects reflect the history and meaningful activity of subpopulations within the body politic, why is it that some groups have ethnic linguistic varieties (such as Chicanos) and others do not?"

Hollywood's Chinese Theatre is a visual reminder of California's ethnic diversity.

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communities bring together adolescents from a wide variety of backgrounds, and their styles play off of each other. Hostility may cause people to differentiate their styles, while curiosity or admiration may cause people to pick up elements from other styles. So the real story of California dialects is a story of influx and contact, evident demographically in migration patterns and evident linguistically in the flux of styles and their accompanying features.

One important group in California is the Mexican-American population or Chicanos. Some Chicanos exhibit a distinctive variety of English, which we will call California Chicano English[1]. This variety is the result of speakers socializing in networks in which other Mexican-Americans participate, innovating and reinforcing a historically distinctive speech variety. Much of California was ceded from Mexico to the United States in 1848, so the indigenous and Mexican populations have had the longest continuous linguistic history in the state. Pervasive Spanish/English bilingualism among Mexican-Americans has had a tremendous impact upon Chicano English. Spanish has influenced the development of Spanish-like vowels among native speakers of English. In Northern California, the vowel in the second syllable of *nothing*, for instance, has come to sound more like *ee* among some subgroups of Chicano English speakers, differentiating them from other minority groups where nothing sounds more like *not'n*. In this case, Spanish is drawn on as a distinctive stylistic resource. This does not mean, however, that all innovations in Chicano English necessarily derive from Spanish. Sometimes innovations develop independently and in the opposite direction from what one would expect if one were to assume Spanish influence. One of the most salient innovations in Los Angeles is the lowering of the vowel in the first syllable of *elevator* so that it rhymes with the first syllable of *alligator*—not Spanish-sounding at all. Carmen Fought has shown that in LA, young Mexican-Americans participate in other changes that are characteristic of whites as well—such as the fronting of *boat* and the backing of *black* mentioned earlier. However, they do so in distinctively patterned ways that mark communities and subcommunities, social networks and personal histories.

The turbulent history of migration and ethnic relations in California is another lens through which we must view past and current developments in California English. If dialects reflect the history and meaningful activity of subpopulations within the body politic, why is it that some groups have ethnic linguistic varieties (such as Chicanos) and others do not? With a historically large population of Japanese-Americans and close proximity to the Pacific Rim, why do we

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"California English is a reflection of the politics, history and various intersecting communities in the state."

"For Japanese-Americans, assimilating to the speech of the white majority of the time was a linguistic consequence of the catastrophic events in their community."

from p 33

find very little contemporary evidence of an ethnic variety of English among Japanese-Americans in California? Research by Melissa Iwai and Norma Mendoza-Denton into generational differences among Japanese-Americans indicates that the oldest generation of Japanese American native speakers of English, the *nisei*, do exhibit a distinct patterning of vocalic and consonantal phenomena, while the *yonsei*, or fourth generation (now in their 20s and 30s), are indistinguishable from their white counterparts. Detailed interviews with *nisei* residents revealed that, when they were detained in internment camps in California and Arizona during World War II, torn from their families and subjected to ostracism, they felt it was a distinct disadvantage to sound Japanese-American or be distinguished as being Japanese in any way. Furthermore, Franklin Delano Roosevelt's policy of dispersal in resettlement prevented the reconstitution of the original communities; fatally rupturing established social networks and preventing the entrenchment of their nascent variety of English. In this example of the death of a California dialect we can see how stereotypes and discrimination about people and their language (what linguists call language ideology) can have dramatic effects on a community's linguistic development. For Japanese-Americans, assimilating to the speech of the white majority of the time was a linguistic consequence of the catastrophic events in their community.

California English is a reflection of the politics, history and various intersecting communities in the state. Sixty years after DeCamp's original investigation, we can confidently say that Californians have developed distinctive ways of speaking. As the real California continues to show an even greater degree of linguistic and ethnic contact, we hope that stereotypical images of California English will be changed to include some of the linguistic realities that we have described above. ■

Editor's Note

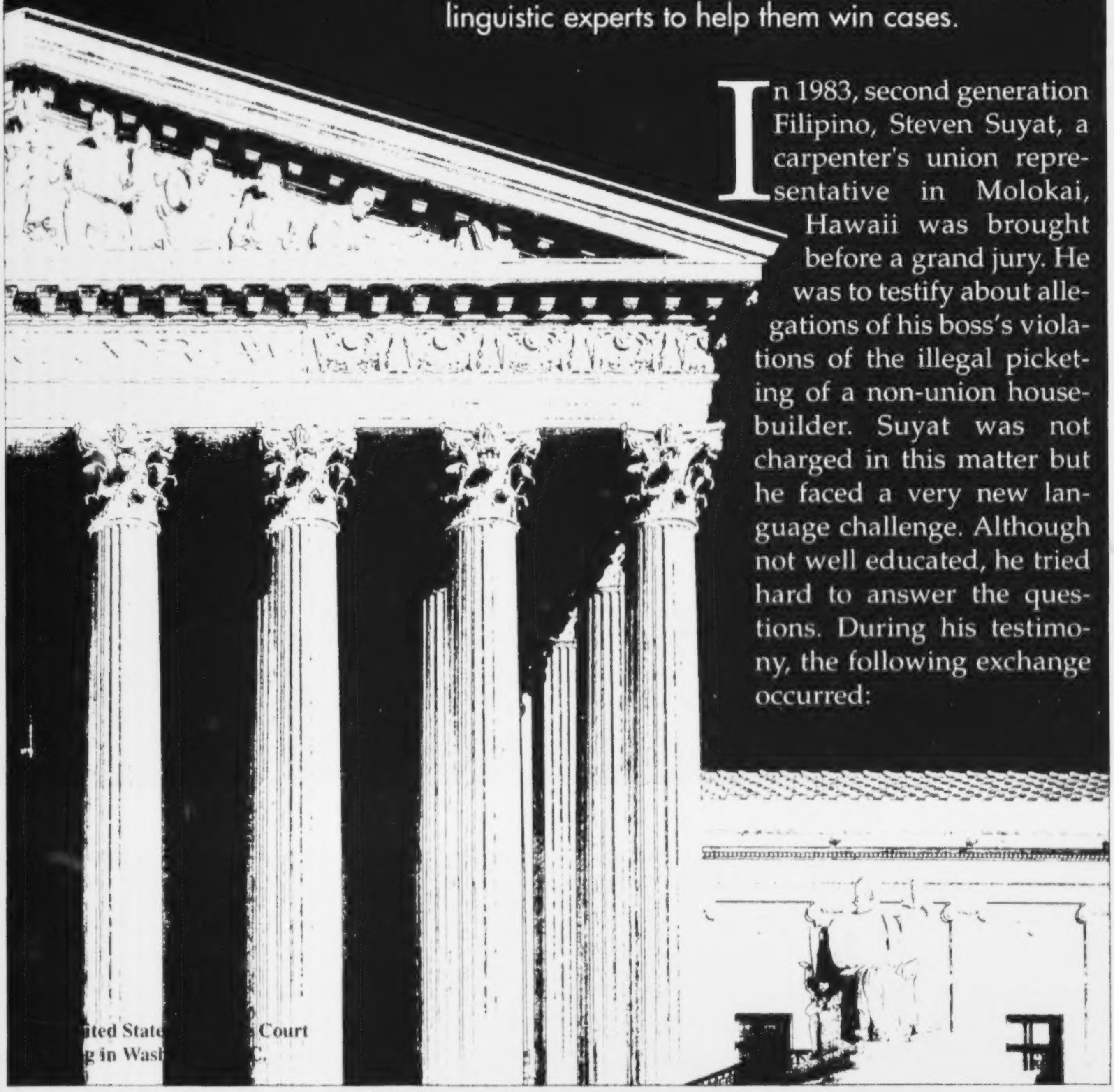
1. For a discussion of Chicano English see Carmen Fought's article "Talking With Mi Gente", *Language Magazine*, November 2001, pp. 38-40.

Penelope Eckert is a Professor of Linguistics at Stanford University where she works on language change among teenagers. Norma Mendoza-Denton is an Assistant Professor of Anthropology at the University of Arizona who works on speech style and language and identity.

Language and the Law

Roger Shuy explains how lawyers are turning to linguistic experts to help them win cases.

In 1983, second generation Filipino, Steven Suyat, a carpenter's union representative in Molokai, Hawaii was brought before a grand jury. He was to testify about allegations of his boss's violations of the illegal picketing of a non-union housebuilder. Suyat was not charged in this matter but he faced a very new language challenge. Although not well educated, he tried hard to answer the questions. During his testimony, the following exchange occurred:



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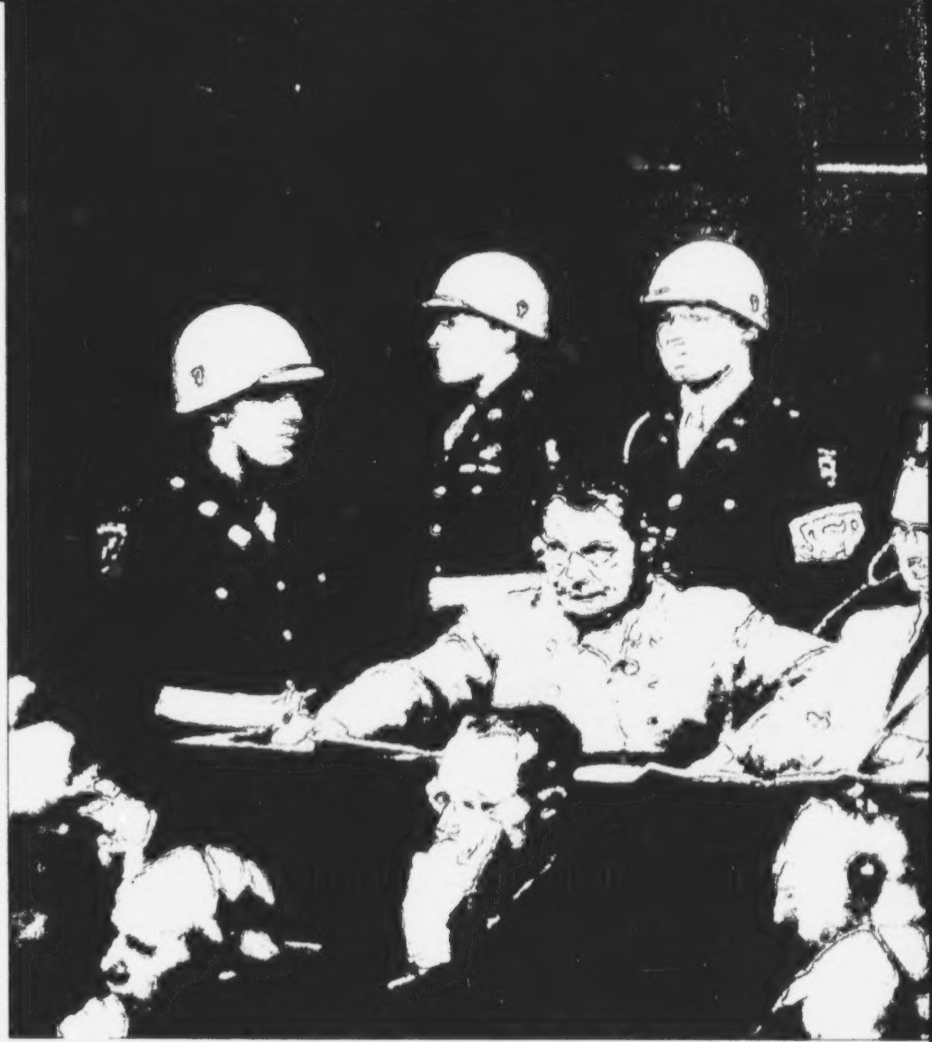

Translators have been a part of the courtroom landscape for many years, evidenced by the presence of headphones worn by defendants at the Nuremberg Nazi trials in 1946.

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Prosecutor: And one of the jobs of the business agent is to organize non-union contractors, is that right?
Suyat: No.
Prosecutor: So no part of your job is to organize contractors?
Suyat: No.
Prosecutor: And so no part of Mr. Nishibayashi's job is to organize contractors?
Suyat: No.
Prosecutor: And no part of Mr. Torres' job is to organize contractors?
Suyat: That's right.

The answers to these four questions led the prosecutor to indict Suyat and ultimately convict him of four counts of perjury. But were these really lies? Suyat carefully parsed the questions and knew full well that the job of a union representative was not to organize contractors. His job was to organize carpenters who worked for contractors. If ever there was a need for linguistic assistance, it was here. But the judge ruled against allowing the linguist to testify at his trial and Suyat was found guilty and sent to prison.

The judge in this case did not see the linguistic issues involved.

The field of linguistics is unrecognized by most people and it comes as a shock to them that knowledge about how language works can be extremely important to their lives. Lawyers are no exception, but they are now beginning to see how linguistic experts can help them in their criminal and civil law cases.

How did attorneys come to appreciate the value of linguistics? To their credit, many have come to understand that law is largely about language and that there are specialists called linguists who can help them. In addition to the Suyat case, prime examples are civil cases involving legal disputes about trademarks, defamation, and the wording of contracts and insurance policies. Criminal law cases provide rich opportunities for linguistic analysis, especially when trial evidence includes such things as tape-recorded conversations or threat letters. More recently, law enforcement has begun to use linguists to help identify authors of threat messages and hate mail.

A few times in the distant past attorneys have called on linguists to help decipher complex contract wordings or to help identify the possible author of a message, but it wasn't until the late 1970s that the relationship between linguists and lawyers began to blossom when law enforcement began to use tape recorders to capture evidence of white collar crime. At that time, lawyers weren't used to spoken language evidence. Trials are conducted orally but law prefers and relies on the written word, as evidenced by its need for written trial transcripts and court decisions. In contrast, tape recordings introduced a new and difficult kind of evidence into legal proceedings—spoken discourse which attorneys were ill-prepared to handle.

One early example of tape-recorded trial evidence is the solicitation to murder trial of *Texas vs. T. Cullen Davis* in 1979. The prosecution produced undercover tapes of Davis made by a cooperating witness wearing a hidden microphone. Portions of the conversations included talk about killing Davis' wife and the judge in his divorce proceedings. The linguist called upon by Davis' defense used newly developed discourse analysis procedures to show that it was actually the cooperating witness, not Davis, who introduced all the topics related to murder. There is no better clue to the agenda of speakers than the topics they raise in conversation. Nor were Davis' responses to the murder topics in any way positive. He did all the things that indicated lack of interest in the other man's proposal. He changed the subject, gave non-committal feedback noises ("uh," or "uh-huh," or said nothing at all). Not trained in linguistics, the prosecutor didn't notice any of this.

As it turned out, Davis, a man of slight physique, was scared to death of the very large man doing the taping, who carried a sidearm (with a permit) and owned a black belt in karate. The prosecutor made another critical error by relying entirely on written transcripts of the tapes made by his office. The linguist called on his knowledge of lin-

"In interviews after the trial, the jurors explained that the trial testimony of the linguist played a crucial role in their verdict."

guistics to make his own transcripts, using high quality equipment, which showed how the passages thought to be most damaging to Davis were largely the result of very inadequate written transcriptions of what was actually said on the tapes. The jury found Davis not guilty. In interviews after the trial, the jurors explained that the trial testimony of the linguist played a crucial role in their verdict.

Criminal defense attorneys have an effective network of communicating with each other. It was not long before the helpful role of linguists in criminal cases was recognized by other lawyers, who began to make good use of linguists as well. During the 80s and 90s, civil attorneys also started to consider how linguists might help them in cases involving slander, trademark and contract disputes. Linguists were called in such cases, sometimes even by both sides in the same trial.

Trademark cases offer a good example of the way linguists now work with attorneys. At the core of trademark disputes is whether or not a name, slogan, or expression used by one company is so similar to that of another company that consumers will be confused about the origin of the products they buy. Such similarity usually boils down to matters of phonology, grammar, and semantics, obvious linguistic tools. Do the two words sound alike, look alike, or mean the same thing? If so, the company with the best claim on the name gets sole rights to it. Without linguistic help, trademark attorneys often have a good feel for how similar is enough to bring a lawsuit. They may even come to proper conclusions about what is different or similar. But they do not have the linguistic knowledge to enable them to explain exactly what makes for the similarity or difference. Nor do they have the linguistic tools to measure the extent of such similarity or difference. That's where the linguist comes in.

For example, in 1991 two giant food producers, ConAgra and Hormel, went to court over the names of their respective microwave cup lunch products, ConAgra's Healthy Choice and Hormel's Health Selections. ConAgra claimed that Hormel's name sounded too much like theirs, that the products looked too much alike, and that they meant exactly the same thing. Both sides made use of linguistic experts to deal with those issues.

It should be pointed out that trademark law relies on certain categories of trade names. If the name is generic (such as Corn Flakes or Computer), the owner of the product cannot expect it to be protected from use by others. The second category consists of names that can be defined as "descriptive," marks that directly and easily impart information about what the product is, such as Holiday Inn, Raisin-Bran, or Yellow Pages. A special category of descriptive marks includes those that are said to be laudatory, or "puffing" marks, such as Gold Medal flour or Tender Vittles pet food. A third category, "suggestive," requires the consumer to use some operation of the imagination to connect the name with the product, such as Greyhound bus line or Tide laundry soap. The fourth category includes trademarks that are "arbitrary" and "fanciful." Fanciful marks are coined words, such as Kodak, Clorox, and Xerox. Arbitrary marks are not coined words but they are made up of words that are not associated with the product in any way, such as the Nova television series, Camel cigarettes, and Arm and Hammer baking soda.

Trademark disputes almost always focus on whether or not a name fits either the descriptive or suggestive categories. The crucial test is whether or not consumers can immediately connect the name with the product or whether they need to use their imaginations to do so. If the Court determines that the name is descriptive, it is very difficult for the owner of that mark to protect it from use by others. In this case, ConAgra claimed that its name, Healthy

continued p.38

from p.37

Choice, was suggestive, while Hormel considered it descriptive. Thus one linguistic issue here centered on determining the meaning of the two marks.

ConAgra's linguist argued that people remember the gist of what they see and hear more than the literal meaning conveyed by a word. To show that Healthy Choice was descriptive, Hormel's linguist employed a computerized search engine that generated 57 magazine articles in which "healthy choice" was currently used to represent a range of nutritional food products, restaurants, and nutrition education programs. If, as the ConAgra linguist claimed, the gists of the two names are the same, they must then be considered synonyms. But are they? Synonyms must have identical meaning in all contexts and domains. The Hormel linguist found that one semantic difference is that a "choice" is made by the receiver of the message—the person being addressed—and not by the sender. In contrast, a "selection" is made by the sender of the message, not by the person addressed. Note these differences in the following sentences:

"The gallery has a selection of Monet paintings." (the gallery made the selection, not the visitor).

"The gallery has a choice of Monet paintings." (the visitor can make the choice about what the gallery offers).

Another semantic difference between "choice" and "selection" is in the array of things to be chosen or selected. "Selection" offers a wider array of things to be picked than does "choice," as the following expressions make clear:

"It's your choice: clean your room or be grounded." (not "it's your selection).

"Young couples face difficult choices these days." (not "difficult selections").

"Fielder's choice" (not "fielder's selection").

On the question of whether the marks sound alike or different, the two linguists also disagreed. ConAgra's linguist noted that Health Selections contains a one syllable word followed by a two syllable word, a clear difference, but that the initial parts of words or sentences are more important than whatever follows them, encouraging consumer confusion. Hormel's linguist pointed out that of the 13 phonetic sounds in Health Selections, nine are totally different from the sounds in Healthy Choice, a fact which showed that the two marks differed in 69% of their speech sounds.

In terms of grammatical similarity or difference, the ConAgra linguist argued that both marks are proper nouns, the only difference being that Health Selections contains a plural noun, in his opinion a marginal difference at best, and that both names had the same essential grammatical structure. The Hormel linguist argued that the names differ in that Health Selections is a noun-noun compound while Healthy Choice is an adjective-noun compound.

The judge ruled in favor of Hormel, permitting it to go on using its mark, Health Selections. He opined that Healthy Choice is descriptive, making ConAgra's argument difficult. He also ruled that the names sound significantly different but, despite the Hormel linguist's analysis, he agreed with the ConAgra linguist that the two names mean essentially the same thing.

In addition to their work on criminal and civil law cases, linguists are also used by law enforcement and corporations to help identify writers of threat messages and hate mail. Linguists provide linguistic profiles of anonymous documents and stylistic comparisons of suspected writers. Recently linguists have assisted the FBI, the Royal Canadian Mounted Police, and various local law enforcement agencies in this way. Linguistic profiles complement psychological profiles by pointing out the language clues found in such documents, including evidence of regional and social dialect, education level, age, gender, race, ethnicity, religious background, and occupation. Notable has been the recent work of linguists on such cases as the Unabomber and the Prince Edward Island bomber.

Since there is no centralized clearing house of forensic linguistic work, it is not clear just exactly how many linguists are now working with lawyers on criminal and civil law cases. That the field is expanding rapidly is seen by the fact that professional associations of forensic linguistics are now in existence, that there is at least one journal exclusively on this topic (*Forensic Linguistics*), and that many books and articles have been published on a topics ranging from the language of judges, trial language, speech acts and criminal evidence, bureaucratic language, product liability (usually warning labels), trademarks, bilingual trials, air crash communication, and legal language in general. In the U.S., as well as in Europe and Asia, this area of applied linguistics is fast becoming very visible and is beginning to make its mark in the legal setting. ■

For further reading on the relationship of linguistics and law, the following books are suggested:

Shuy, Roger W. 1993. *Language Crimes*. Oxford: Blackwell.

1998. *Bureaucratic Language in Government and Business*. Washington DC: Georgetown University Press.

1998. *The Language of Confession, Interrogation and Deception*. Thousand Oaks CA: Sage.

2002. *Linguistic Battles in Trademark Disputes*. London: Palgrave Press.

Solan, Lawrence. 1993. *The Language of Judges*. Chicago: Univ. of Chicago Press.

Tiersma, Peter. 1999. *Legal Language* Chicago: Univ. of Chicago Press.

Roger Shuy is Distinguished Research Professor of Linguistics, Emeritus, Georgetown University. He has conducted research on regional and social dialects, literacy, medical discourse, classroom language, and, for the past 25 years, on the intersection of language and law. His recent books include *Language Crimes* (1993), *The Language of Confession, Interrogation and Deception* (1998), *Bureaucratic Language* (1998), *A Few Months to Live* (2000) and *Linguistic Battles in Trademark Disputes* (in press, scheduled for 2002).

COLLOCATION PARTICIPATION

Teaching Collocation. Further Developments in the Lexical Approach. **Editor: Michael Lewis.**
LTP 2000, England. ISBN 1 899396 11 X

ONE OF THE DIFFERENCES between native and non-native speakers of the English language lies in the way they use collocations. However, it is one of the most difficult things to be learned. If a non-native speaker wants to help someone, s/he would say, "Can I help you?" whereas a native speaker would say, "Can I give you a hand?" Or if a non-native speaker thinks s/he is not sure if it is possible to continue doing something, a native speaker doesn't think s/he "can keep up this any longer."

Both learners and teachers of the English language realize how complicated the area of collocation is. *Teaching Collocation* edited by Michael Lewis, who is also a contributing author to the book, is a miraculous finding to me after some years of desperate searching for good sources on teaching the language through collocations. The book was also extremely useful in referencing *The LTP Dictionary of Selected Collocations* as one of the best resources in both learning and teaching a foreign language.

This book is an extension of the ideas developed in *The Lexical Approach and Implementing the Lexical Approach*. It is a very practical collection of teachers' articles on activities they have applied in the classroom. Since the book is written in the form of a dialogue, the reader can actively participate in the discussion on different issues, such as what a collocation is, why it is important, and how to integrate collocation into a reading and writing course.

The second part of the book provides theoretical discussion about the learning process of the language, and the readers can compare their knowledge with the co-authors' challenging opinions. Since most readers will probably also be teachers, they are encouraged to initiate their own action research to make sure the changes they make are of benefit to students.

The good news about applying the ideas presented in this book is that the teaching process does not have to be changed dramatically, that is, "Your teaching does not need to be turned upside down to make room for collocation" (p. 27). Moreover, if teachers present collocations in a positive, matter-of-fact way, students will accept them as useful and necessary.

The green cover with a narrow pattern of rust, yellow and brick red colors designed by Anna Macleod attracts the reader's attention and promises the solid and encouraging contents of the book. Every chapter has an introductory annotation of each of the authors' main ideas presented in bold; then each idea is discussed in a separate section. The authors also present some thematic exercises they have used in the classroom. The end of each chapter reiterates the most important statements. And finally, the authors pose questions to be considered by the readers. This creates explicit interactivity between the writer and the reader.

This is an excellent reference book for teachers of English in various domains: ESL, EFL, IEP and ESP. As a teacher, I will find myself using this book every day because it provides numerous interesting ideas and strategies to be used in the classroom. In fact, the ideas and exercises presented in the book can be used for developing students' reading, listening, speaking, and, of course, writing skills. I am, therefore, strongly recommending it to my colleagues whose goal is to empower their students as language learners. ■

Dalia Skaidra Salkauskiene is a visiting professor of ESL at California State Polytechnic University, Pomona and a professor of ESP at the University of Vilnius, Lithuania.

MULTILINGUAL MITES

RAISING
MULTILINGUAL
CHILDREN
Foreign Language Acquisition and Children

Raising Multilingual Children: Foreign Language Acquisition and Children
Tracey-Tokuhama-Espinosa
Bergin & Garvey, 2000
$39.95

THE INTENDED audience of this book is parents who want their children to grow up speaking other languages. Current research in language acquisition along with neurology, education, and psychology is presented in easy-to-digest chunks, which will satisfy newcomers to the field. Those familiar with the issues may not find these sections as useful although, to be fair, the book is not aimed specifically at linguists or other education professionals.

The author uses case studies to illustrate the ways families combine "ten key factors" identified by her as requisite to successfully raising multilingual children. The concept of "key factors" in childhood language acquisition is interesting and convenient but one could argue that the factors chosen by the author are subjective and do not take into account more significant dynamics including the social status of the family. In fact, the major criticism of the book must be its focus on case histories involving multilingual families who obviously enjoy the benefits of being members of the economi-

continued p.40

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from p 39

cally privileged classes. The author avoids mention of families from less advantaged backgrounds and the emphasis on international schools with talk of foreign language speaking nannies could be taken as evidence of an elitist attitude.

However this hardly fair as the book is aimed at parents from the upper middle classes and beyond who can afford to supplement their children's education with extracurricular language learning.

One other point is that so many case studies are cited in the book that the reader is left more than a little confused before the end. The publishers should have considered cutting these down and drawing out the most salient points from a fewer number of examples.

These minor criticisms aside, *Raising Multilingual Children* is a nicely written and interesting book that will appeal to parents who are determined to broaden their horizons and those of their offspring through the joys of learning another language. ■

Robert Walde, Institut des Langues Etrangères, Dakar, Senegal.

BEING TRUE TO YOUR SPOKEN WORD

I Am My Language: Discourses of Women and Children in the Borderlands
Norma González
University of Arizona Press, Phoenix: 2001.
$35.00

"I am my language," says the poet Gloria Anzaldúa, because language is at the heart of who we are. But what happens when a person has more than one language? Is there a neat overlay of language on identity, and do we shift identities as we shift languages? More important, what identities do children construct for themselves when they use different languages in particular ways?

This excerpted passage from *I Am My Language* sums up the dilemma of the truly bilingual and bicultural. People who are monolingual have it easy: there are no gray areas, only the black and white of their cultures and languages. In her analysis of the linguistic anthropology of women and children in the Southwest U.S., Norma González makes readers aware of the power of language and the dichotomy that exists among the communities of the borderlands.

González understands that language is the manifestation of a people's past, present and future. In the early part of her book, she goes back to the Tucson of a century ago for, as she points out, "…a child's education begins a hundred years before he or she is born. We must go back a hundred years to begin to understand children's language use now." This is the point: people do not exist in a vacuum. To understand a contemporary culture, an anthropologist needs to dig down to the roots of a community whose origins can be traced back a few decades in terms of geographical place but who carry the baggage of centuries in their genetic makeup. Without an understanding of history, "the past is a foreign country" and the future is equally alien, because, as David Lowenthal wrote, "Past and future attract—and repel—in quite different ways."

The non-Anglo population of the borderlands is juxtaposed between two very different cultures—and yet they belong to both—or neither. In any marginal area, language reflects the effects on a people of living on the cultural cusp where fears and uncertainties are balanced by family and tradition. This polarization is reflected most acutely in the language of children who must live within the competing duality of home and school.

Most striking about this book is the involvement González has with her subjects who live in her hometown of Tucson. That is not to say that she ever loses her professionalism but to describe her as dispassionate would be simply untrue. She writes, "I felt at times like a voyeur, peering through the lighted windows on a darkened street, searching for something to see. Did it coincide with what I did? Should I change? Should they?"

Fundamental to this study is the notion that language is a springboard to a better understanding of complex issues such as education, political economy, and social identity. "I have used language as a window to peer into the complexities of life in the borderlands," writes González.

I Am My Language is a compelling chronicle of a community and the writer's own personal growth through interaction with it. Anyone with an interest in people, culture and language will find this book very rewarding. ■

Suzanne Mazia teaches anthropology at the University of Manila, Philippines.

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Lessons for the One-Computer Classroom

Project #11 "Comparatives and Superlatives"

The 11th project is appropriate for High Beginners and Intermediate students and above. Students should have been introduced to and have practiced using comparatives and superlatives. This project provides more practice writing sentences using comparatives and superlatives.

The student will use Microsoft Word to create different fonts and font features to create letters and words of different sizes and qualities which can be compared.

Step 1) As with other projects in this series, preparation for this project includes creating a "model". Using the model as a template will help keep each student's finished project similar to all of the others. The model for this project should look something like the illustration on page 43.

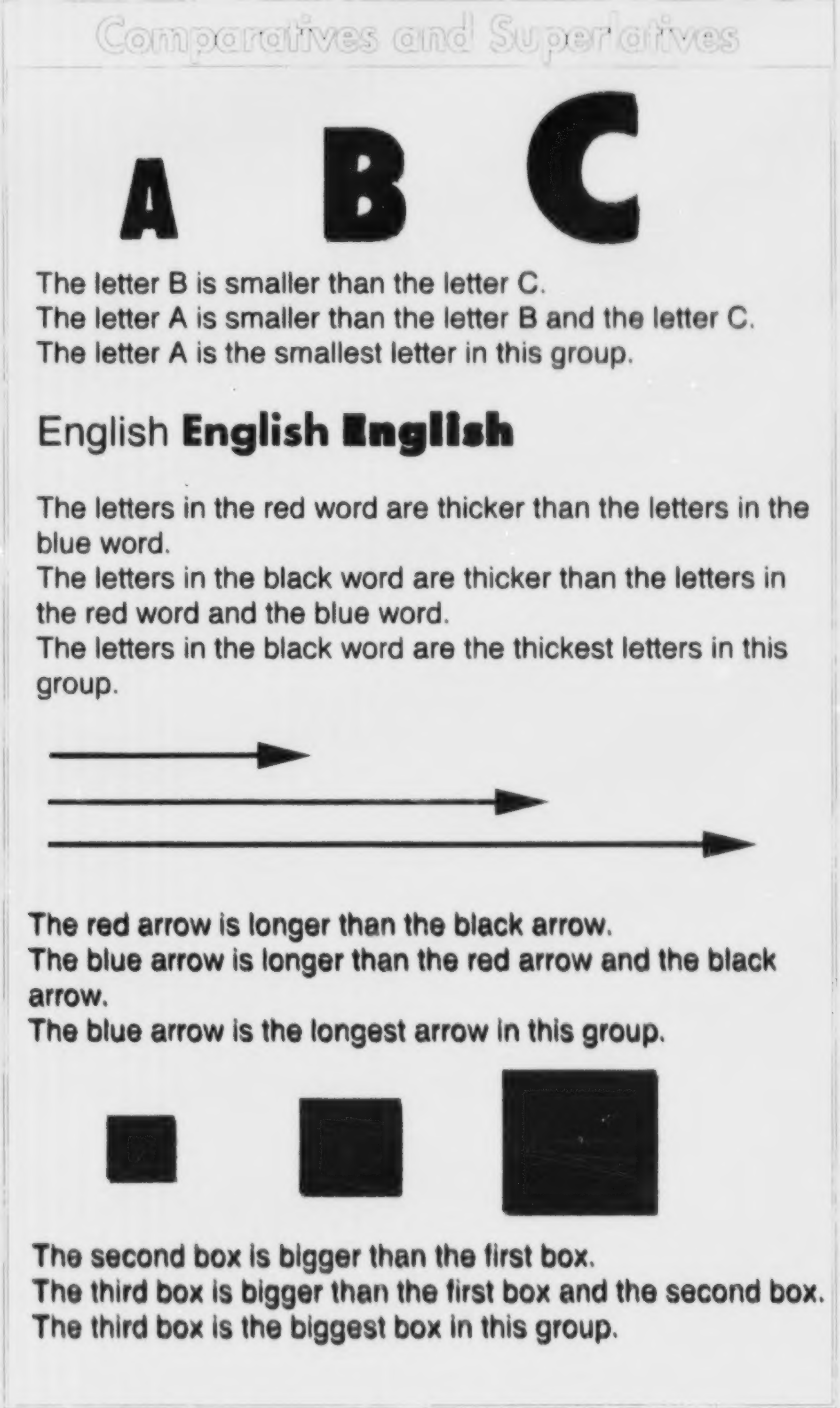
Step 2) Introduce the project to the class by demonstrating ways in which fonts and shapes can be manipulated in Microsoft Word. The main features to review are changing font size, changing to bold, changing the font color and changing the font itself, changing line thickness, and AutoShapes (the boxes in the example were done with AutoShapes).

Step 3) Demonstrate typing three letters, words or shapes that have different features that can be compared.

Step 4) Demonstrate writing the appropriate sentences underneath each set. If you haven't already done so, review the proper usage of comparatives and superlatives.

Step 5) Before a student starts to work, save a blank document in their name.

Barry Bakin's regular column focuses on activities and projects that the typical language teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/ Mac users can adapt the exercises to their particular platform. For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.



Comparatives and Superlatives

The letter B is smaller than the letter C.
The letter A is smaller than the letter B and the letter C.
The letter A is the smallest letter in this group.

English **English** **English**

The letters in the red word are thicker than the letters in the blue word.
The letters in the black word are thicker than the letters in the red word and the blue word.
The letters in the black word are the thickest letters in this group.

The red arrow is longer than the black arrow.
The blue arrow is longer than the red arrow and the black arrow.
The blue arrow is the longest arrow in this group.

The second box is bigger than the first box.
The third box is bigger than the first box and the second box.
The third box is the biggest box in this group.

Step 6) As each student finishes, check their work for errors or corrections one final time. Print one copy for the student and one for display on the wall.

Tips for working with computers and beginning students:

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.

Barry Bakin

- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Comparatives and Superlatives". As each student finishes, save the project in the same folder. You can also create a "Comparative and Superlative Booklet", which is simply one document with all of the students' individual pages pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL Teacher and Teacher Advisor in the Los Angeles Unified School District. He teaches at Pacoima Skills Center.

***Language Magazine's* regular look at what is new in the world of language learning multi-media products and services**

ELLIS Focus on Beginning ESL Literacy

ELLIS has launched an innovative new software program aimed at pre-literate learners and learners literate only in their mother tongue. *Kids Essentials* combines basic vocabulary development with beginning reading instruction to create an integrated learning environment for literacy skills generally taught without this context.

Each lesson engages learners through a fun, animated song followed by native-language supported instruction, rewarding exercises, motivating games, and a quiz. A new and unique "mastery" exercise, based on research-proven teaching techniques, is a key component to providing an adequate vocabulary and sight-word base for use as the context of the literacy instruction that follows.

Both the vocabulary section and the beginning reading section provide exposure to the rhythm of English with multiple opportunities to "play" with the language. This approach helps develop many essential phonemic and phonological awareness skills.

This combination of targeted content, direct instruction and play opportunities should provide a solid foundation for essential English literacy development. The foundation is further supported in the off-line literacy activities contained in the student workbook, as well as the information, suggestions, tools, and resources found in the Instructor Guide. ELLIS *Kids Essentials* is the third product in the ELLIS *Kids Suite* that also consists of *Kids Intro* and *Kids Middle*. Each product addresses a different level of learner and is designed to be used sequentially. *Kids Essentials* uses animated songs to teach oral vocabulary and alphabet skills, and focuses on building a foundation for future English training to pre-literate learners. Lessons in *Kids Intro* and *Kids Middle* are based on full-motion video stories, each of which introduce five tutorials in vocabulary, listening, grammar, pronunciation and communications skills. ■

TASA's Test Makes Utah Adoption List

DEGREES OF READING POWER (*DRP*), the reading test from Touchstone Applied Science Associates (TASA), has been approved by the Utah State Office of Education for students in Grades 3 through 9.

According to TASA's contract with Utah, effective through December 2007, schools also have the option of using TASA's proprietary software product *DRP BookLink*. This software enables teachers to make fuller use of DRP test results, matching each student's reading ability with literature and popular titles.

TASA President and CEO Andrew L. Simon commented, "The Degrees of Reading Power program has been the backbone of our business for more than 20 years. We are delighted with this new association with the Utah State Office of Education." ■

Taiwan Unveils New Learning System

SCIENTISTS IN TAIWAN have developed a foreign language learning system that uses wireless technology.

Since August, Taiwan's National Science Council (NSC) has invested NT$9.2 million in a three-year research project that aims to improve the efficiency of learning foreign languages in college.

"Learning foreign languages digitally makes things much easier," said Tsay Chung-biau, director general of NSC's department of engineering and applied sciences. Tsay said that in the past, complex wires had to be installed in foreign language labs so that teachers could play tapes for students.

The research team designed the new language system by integrating wireless communication, speech processing, wireless application protocol and speech application software technology. By using the system, students can interactively learn Chinese or English.

NSC chairman Wei Che-ho has promised additional funding for the research program so that the new system's applications could be used for teaching Chinese.

"If the difficulties can be conquered, the NSC will fully promote the research and even make [the system] available on the market," Wei said. ■

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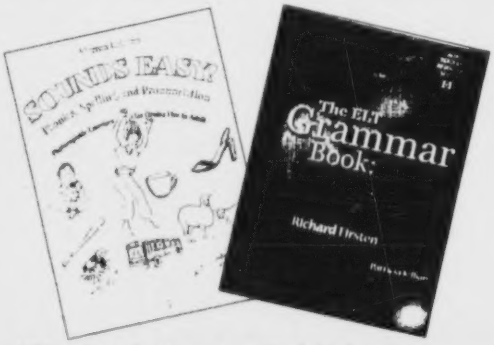

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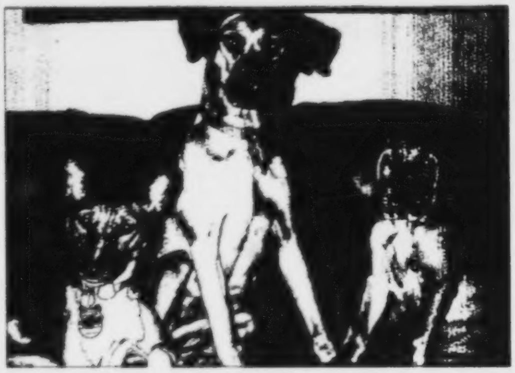

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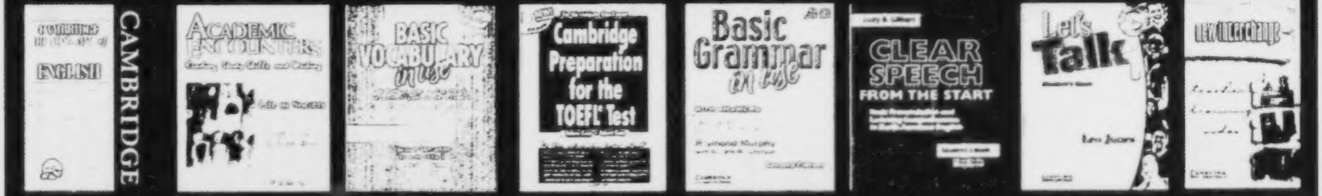
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Lost In Translation

HEY!! THAT'S MY SUITCASE! IT'S SUPPOSED TO BE ON THE PLANE...NOT GOING THAT WAY!
JFK
LHR

Someone in the United Nations once fed a common English saying into a translating computer. The machine was to translate the statement into Chinese, then into French, and finally back into English.

The adage chosen was "Out of sight, out of mind." What came back was "Invisible insane."

A similar computer was given the task of translating into Russian and then back into English the bromide "The spirit is willing, but the flesh is weak." The result was "The wine is good, the meat is spoiled."

Why not, "Out of sight" does mean invisible, "out of mind" does mean insane, spirit does mean wine and flesh does mean meat. Well, sort of.

We chuckle at such absurdly literal translations, but they remind us that few idioms can be mechanically translated word for word from one language to another.

At the climax of John F. Kennedy's impassioned speech in 1963 at the Berlin Wall, the President had wanted to say, "Ich bin Berliner!"—"I am a Berliner"—since in German, words for nationalities are not preceded by articles. What Kennedy actually said was, "Ich bin ein Berliner!"—"I am a jelly donut!"

When Pepsi-Cola invaded the huge Chinese market, the product's slogan, "Come alive with the Pepsi generation," was rendered (or should I say rent?) into Chinese as "Pepsi brings back your dead ancestors!"

While in Frankfurt (appropriately), I once asked a German storekeeper for a "heisser hund"—literally "a hot dog". He burst out laughing, as "heisser hund" in German suggests a dog in heat.

As people around the world have come to recognize and use English as the international lingua franca, they have begun adopting our language for the benefit of visitors. Or should I say adapting it, because much of the English abroad is infused with the spirits of Mrs. Malaprop, Desi Arnaz, Samuel Goldwyn, Yogi Berra, Howard Cossell and Archie Bunker.

Consider now my favorite examples of the truly inspired gibberish collected (if you'll pardon the mixed metaphor) from the four corners of the globe.

In a Tokyo hotel: It forbitten to steal hotel towels please. If you are not a person to do such thing is please not to read notis.

In another Japanese hotel room: Please to bathe inside the tub.

In a Bucharest hotel lobby: The lift is being fixed for the next day. During that time we regret that you will be unbearable.

In a Leipzig elevator: Do not enter the lift backwards, and only when lit up.

In a Belgrade hotel elevator: To move the cabin push button for wishing floor. If the cabin should enter more persons, each one should press number of wishing floor. Driving is then going alphabetically by national order.

In a Paris hotel elevator: Please leave your values at the front desk.

In a hotel in Athens: Visitors are expected to complain at the office between the hours of nine and 11 A.M. daily.

In the lobby of a Moscow hotel across from a Russian Orthodox Monastery: You are welcome to visit the cemetery where famous Russian and Soviet composers, artists, and writers are buried daily, except Thursday.

In an Austrian hotel catering to skiers: No to perambulate the corridors in the hours of repose in the boots of ascension.

On the menu of a Swiss restaurant: Our wines leave you nothing to hope for.

In a Hong Kong Supermarket: For your convenience, we recommend courteous, efficient self-service.

In an advertisement by a Hong Kong dentist: Teeth extracted by the latest Methodists.

A translated sentence from a Russian Chess book: A lot of water has been passed under the bridge since this variation has been played.

In a Rome laundry: Ladies, leave your clothes here and spend the afternoon having a good time.

Detour sign in Kyushi, Japan: Stop: Drive Sideways.

In a Copenhagen airline ticket office: We take your bags and send them in all directions.

On the door of a Moscow hotel room: If this is your first visit to the USSR, you are welcome to it.

In a Tokyo shop: Our nylons cost more than common, but you'll find they are best in the long run.

Finally, two charming sets of instructions from the land of the rising sun:

From a Japanese information booklet about a hotel air conditioner: Cooles and Heates: If you want just condition of warm in your room, please control yourself.

From the brochure of a car rental firm in Tokyo: When passenger of foot heave in sight, tootle the horn. Trumpet him melodiously at first, but if he obstacles your passage then tootle him with vigor.

All this global gabble is best summarized by two signs in a Majorcan shop entrance: "English well talking" and "Here speeching American". ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

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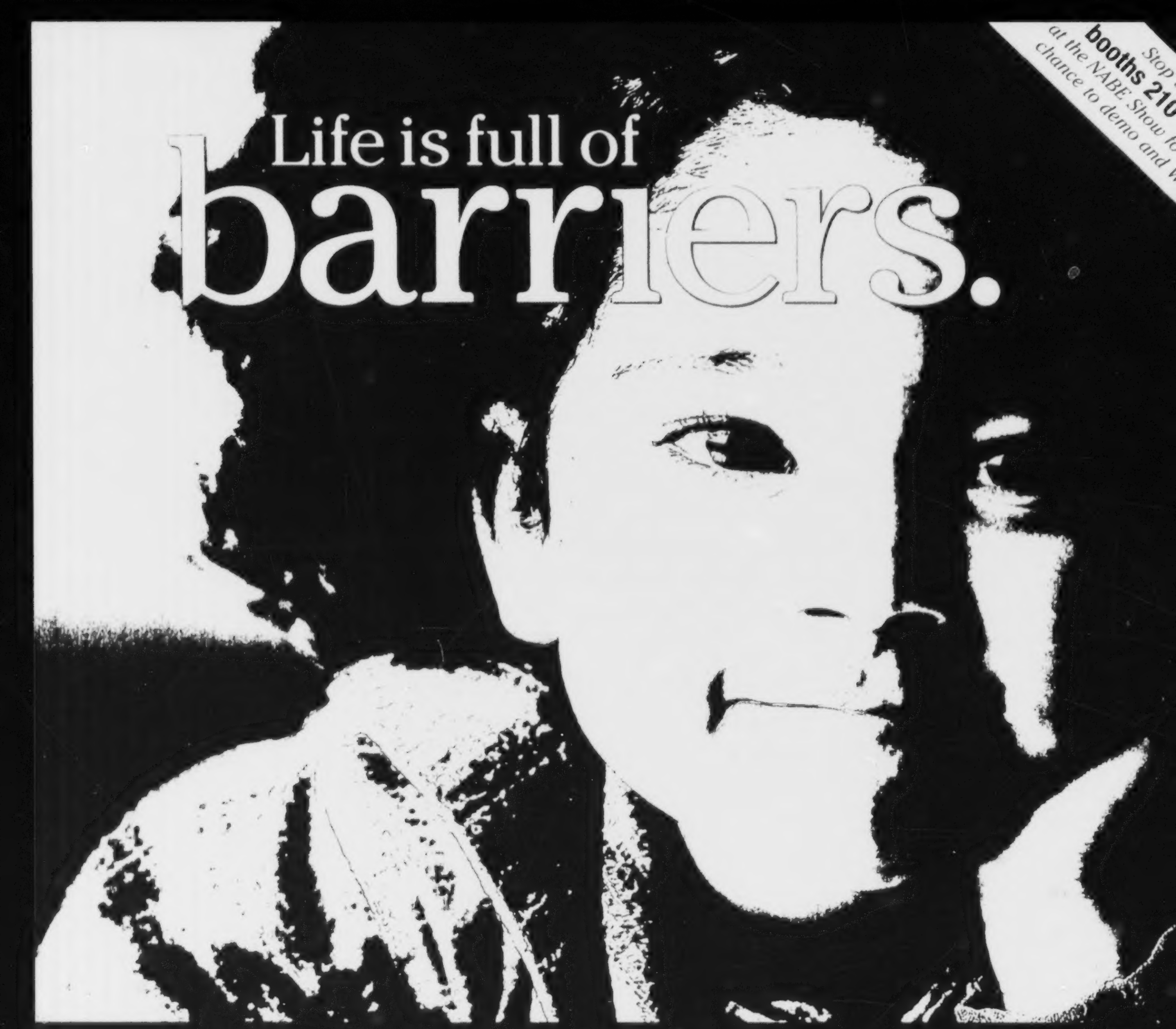

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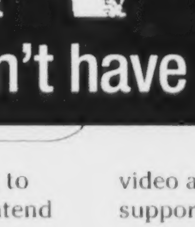

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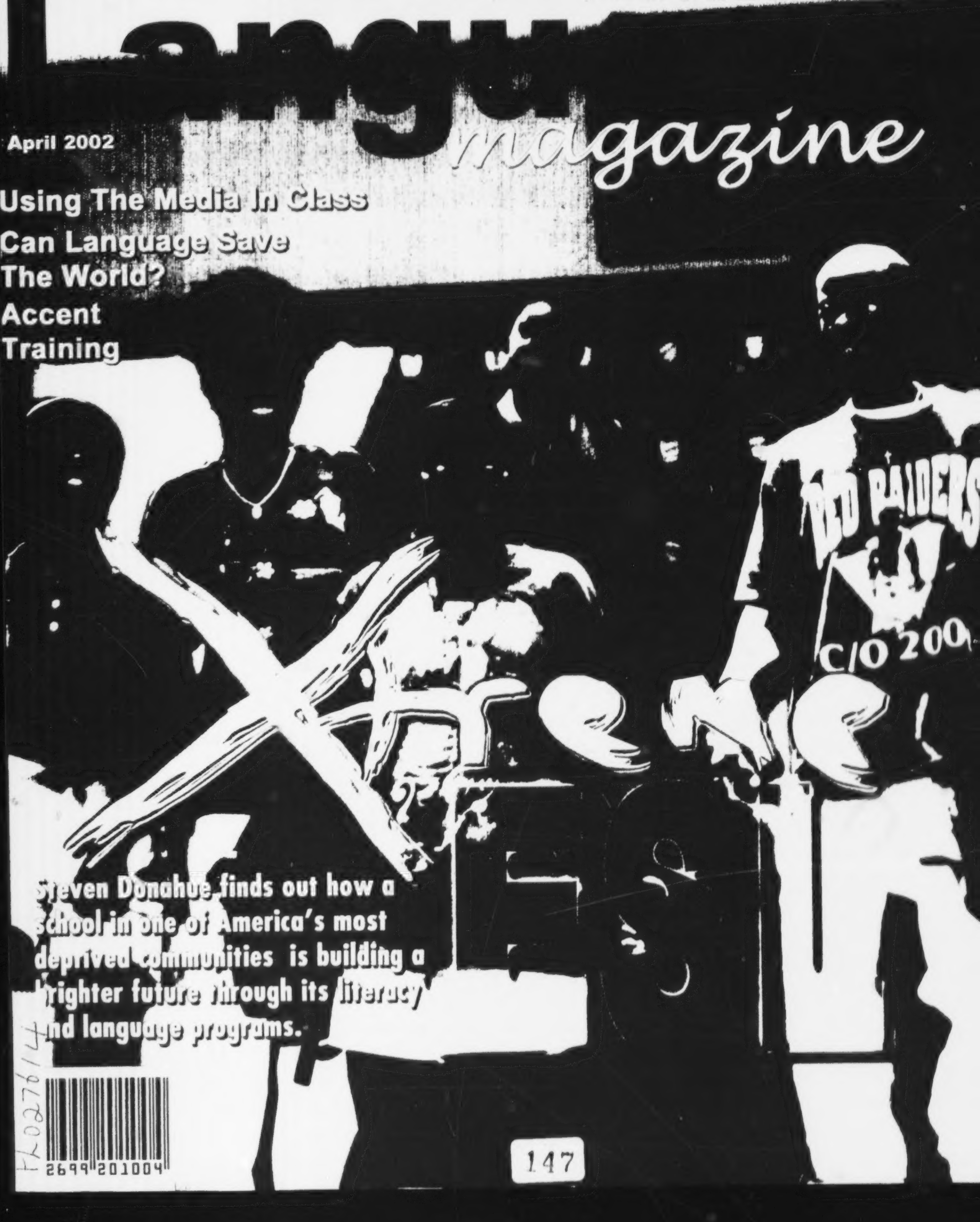

Using The Media In Class

Can Language Save The World?

Accent Training

Steven Donahue finds out how a school in one of America's most deprived communities is building a brighter future through its literacy and language programs.

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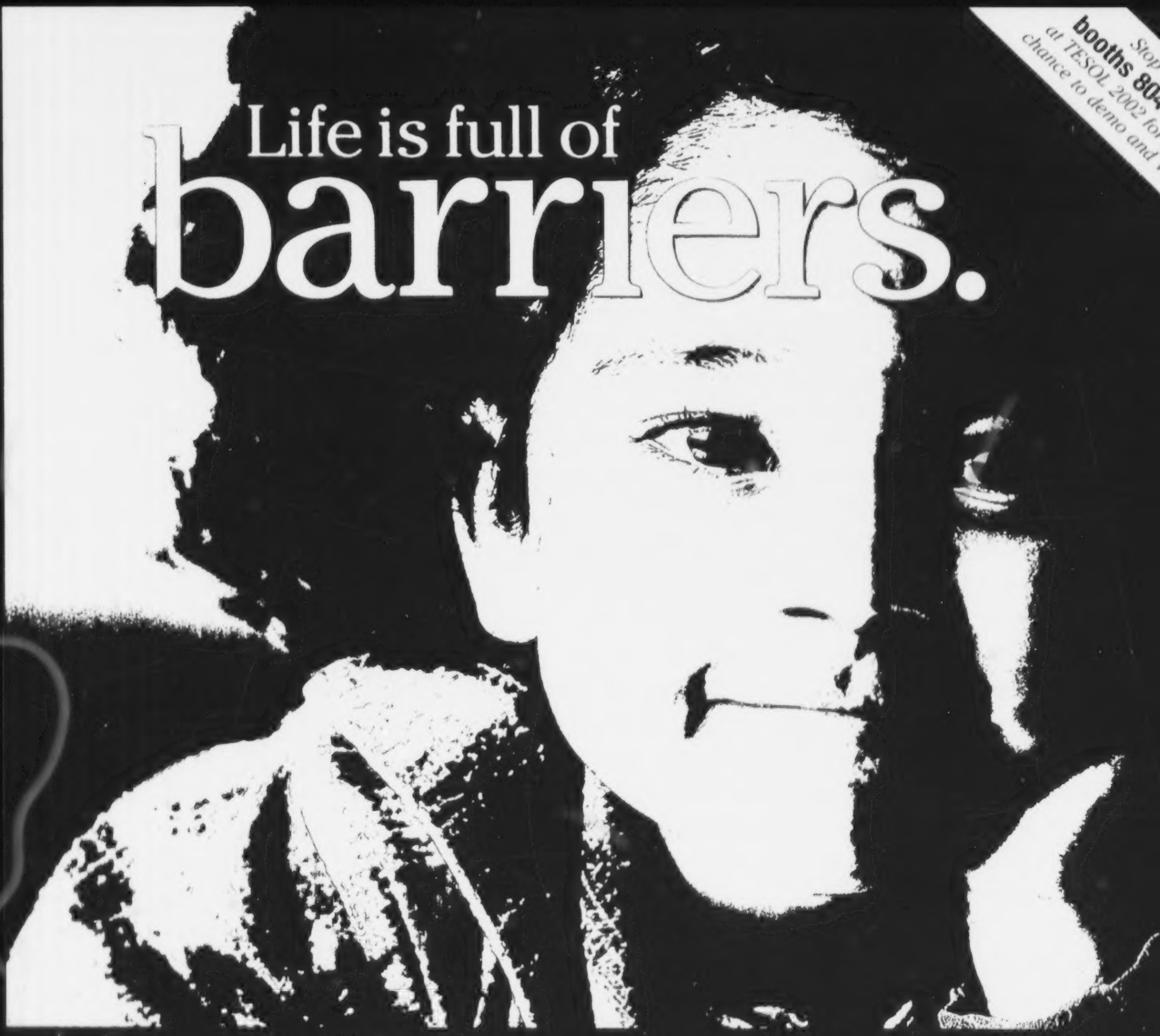

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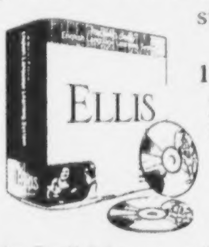

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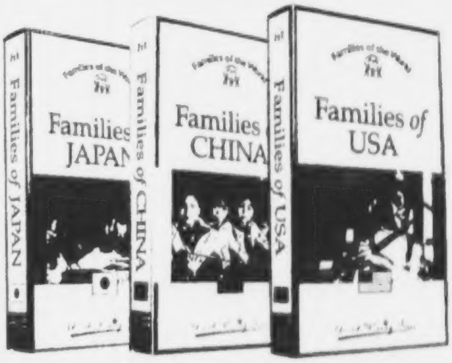
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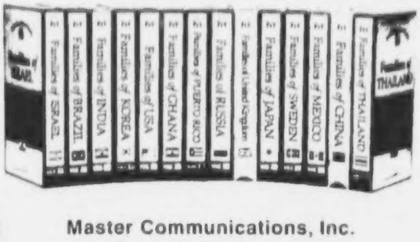
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Photo: Edison High School

School spirit runs high at Edison basketball games.

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COVER PHOTOGRAPH: Edison High School students walk down stairs from another successful day in class. **Photo: Courtesy of Edison High School.**

Beyond the Alamo

THE ACRIMONY over language that surfaced recently in the gubernatorial campaign in Texas illustrates the significance of linguistic issues in contemporary American society.

There was little doubt in anyone's minds that the debate scheduled for March 1 between Tony Sanchez and Dan Morales—the two candidates for the Democratic nomination—was going to make history as America's first Spanish-language debate in a statewide race. But viewers of the debate—on the Spanish language Univsión network—were surprised when Mr. Morales attempted to translate his answers into English. Mr. Morales told reporters, "Mr. Sanchez's effort to elevate the Spanish language to an equal standing with English language is wrong. The vast majority of Texans and Hispanic Texans recognize that our primary language is English." His opponent, Tony Sanchez, interpreted Mr. Morales' resort to English as "insulting" to Hispanics. "He changed his mind at the last minute, because, I believe, he is very ashamed and very embarrassed to be Hispanic," said Mr. Morales.

Although much of this exchange can be taken as posturing by politicians trying to score points off each other, their accusations underscore the disquiet felt by Texans and people from other states over the thorny issues of race, ethnicity and language. According to the 2000 census, the nation's Hispanic population has increased by 58% in a decade—from 22.3 million in 1990 to 35.3 million. Hispanics are a political force in the U.S. although many do not vote—partly because of the language barrier. To overcome this reluctance to vote, Anglo politicians are learning to speak Spanish. Last month, the Republican National Committee conducted a 10-day intensive Spanish language course for state party officials. Not be outdone, six Democratic members of Congress meet twice a week in the Capitol for an hour of Spanish lessons.

Some commentators consider conducting a debate in a language other than English is simply "un-American". Nothing could be further from the truth because politicians are simply responding to that most American of principles—the law of supply and demand. If there is a demand for debates to be presented in Spanish (or, for that matter, in Tagalog, Swahili or Urdu) then that demand will be met.

Critics of the use of a language other than English in American politics point to the problems Morales experienced in translating his remarks as evidence of the need to conduct debate in one language only. According to Marc Levin, president of the American Freedom Center and vice chairman of the Young Conservatives of Texas, "The inaccuracy of translation is one reason why a state and nation must, as a practical matter, have one common language." Dan Morales himself says that, "It is imperative that... we influence young Hispanic children to learn English as quickly as they possibly can."

Most language teaching professionals agree that although it is very important for immigrants to learn English so they can improve their opportunities for education, employment and a better life, we must also be careful not to diminish or destroy a learner's native tongue. On the other hand, Americans who speak English as their first language should be more open to the prospect of learning another language and expanding their own prospects for intercultural communication. The use of languages other than English in the U.S. is not a threat but the promise of a future with greater understanding among all Americans. ■

Ben Ward

Ben Ward, Editor

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Language Magazine (ISSN 1537-7350) is an editorially independent publication of Language Media, LLC. Opinions expressed by contributors and/or advertisers in *Language Magazine* do not necessarily reflect the views of the Publishers nor the Distributor.
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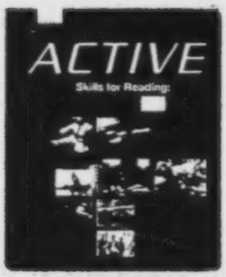
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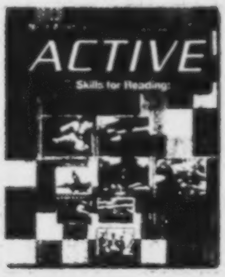
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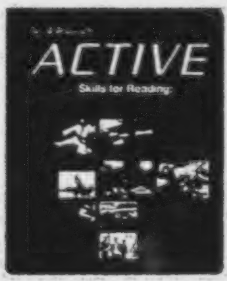
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LETTERS

Bilingual Television: The Way Of The Future?

I read with great interest, the cover story of the March issue "Being Bilingual Is Cool" (March 2002, *Language Magazine)* and can't help but be excited about the emergence and potential of what is essentially a bilingual television station. I for one will keep a close eye on the outcome of LATV with regards to the possibility of it becoming nationally syndicated. If we are to take seriously our government's push toward national and international understanding, should one of our most immediate and readily accessible mediums also adopt that principle?

The article has also made me think that this is the direction that perhaps all television shows and stations might go, especially here in the Southwest, where Spanish is a predominant language as well as English. But in the end, when it comes to television, it is about money. The only way a major network here in the United States, such as NBC, CBS or ABC, or even local television stations for that matter, would adopt this format on a regular full-programming basis, is if it could sell enough advertising to make a profit. Am I alone in thinking that would not be too much of problem, considering the demographic diversity of the United States?

Television plays a large part in our lives: it is an education tool, and entertainment feature of almost every home in this country. Should it not reflect our society as a whole?

I have already emailed some colleagues that live in Los Angeles to record *LATV Live*. Shows such as this play an important role in the psyche of students like the ones in my class, who are sometimes fearful of expressing themselves in their native language. I will show them the tape of the show, because, as the shows director, Flavio Morales, says: "It's cool to be bilingual." Mr Morales, I couldn't agree more.

Sincerely,
Maria Rodrigues,
Tucson, Arizona.

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Sincerely,
Sean Sebastian Gomez
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[Back issues of Language Magazine can be ordered online by going to http://www.languagemagazine.com/subscribe.html and clicking on the "Back Issues" button--Ed.]

Cover To Cover

I recently attended and presented at the Southwest Council on Language Teaching Conference in Oklahoma City and picked up a copy of *Language Magazine*. I read your November 2001 issue from cover to cover. I want to do everything I can to help our teachers be more informed about Languages other than English. I plan to order a subscription for my LOTE Dept this week. Thanks for your attention and consideration.

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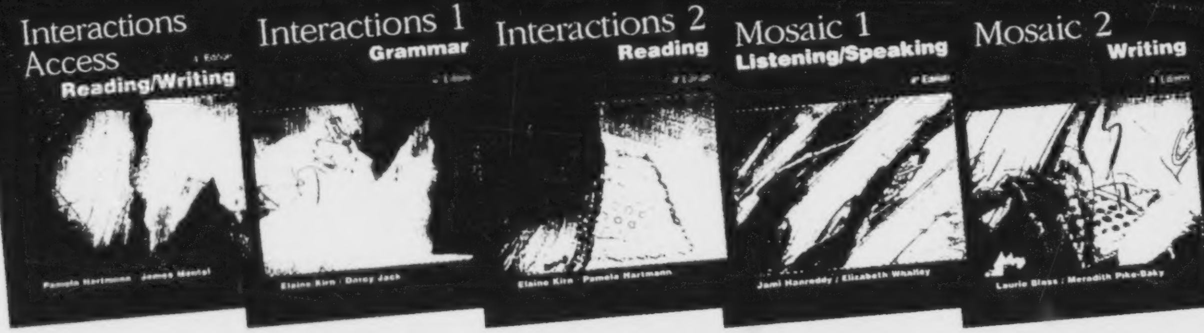
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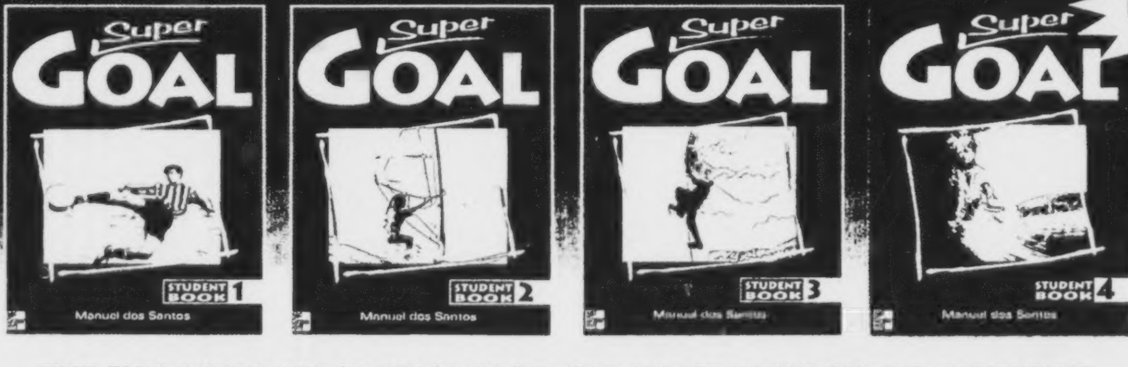
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Language Upset Over 7-Up

A CANADIAN GOVERNMENT employee is suing Air Canada for more than CDN$500,000 because he could not order a 7-Up in French. "I am not asking for a right here, I am exercising a right I already have," Mr. Thibodeau said after filing his lawsuit.

The Commissioner of Official Languages has already investigated Mr. Thibodeau's complaint against Air Canada and ruled in his favor in January. The Commissioner investigated for 16 months before ruling Mr. Thibodeau, who is fluently bilingual, was unable to use French to order a 7-Up while he was a passenger on a Montreal to Ottawa flight two years ago.

According to the written decision of the Official Languages Commissioner, problems developed as soon as Mr. Thibodeau and his wife boarded the flight when Mr. Thibodeau said "Bonjour" to the flight attendant and she answered in English.

Shortly after takeoff, the flight attendant began beverage service. Mr. Thibodeau, speaking French, ordered a 7-Up and the flight attendant told him she did not understand. Mr. Thibodeau repeated the order in French. The flight attendant continued to say she couldn't understand, and eventually an off-duty flight attendant came over to interpret.

The off-duty flight attendant, saying there was not enough time to continue the argument, eventually served Mr. Thibodeau a Sprite. Mr. Thibodeau then asked to speak to the captain. He made the request several times, yelling it at least once, at which point the captain called the Ottawa police and asked them to meet the plane when it landed.

"Because I tried to get service in French from Air Canada, they phoned the cops on me," says Mr. Thibodeau. "This has been going on for far too long. The Official Languages Commissioner says there is a problem with Air Canada, and it's time it was addressed."

Mr. Thibodeau says he wants Air Canada to apologize for not offering services in French. He also wants the airline to implement recommendations made by the Official Languages Commissioner after it investigated his complaint. Those recommendations included spot-checks of flight attendants—to ensure they are bilingual—as well as an "action plan" to ensure services are offered in both official languages on all flights of "significant demand." ■

Quebec Education Minister, Sylvain Simard, has announced that he will limit access to the provincial English language school system.

Quebec's language law currently allows children of non-Anglophones to attend English public school after they have spent one year in the English private system.

But many Quebecers are using this loophole to circumvent Bill 101, which limits a public education in English to children who have at least one parent who was schooled in English in a Canadian school.

Simard said he will modify the language law to uphold the basic principle that dictates that children of Francophones and immigrants attend French language schools. ■

Communication Breakdown Causes Airspace Alert

CONFUSION OVER a warning message relayed in English from a pilot put France on full hijack alert last month.

According to the Europe 1 radio station, the pilot said, "fire on board" in English, the international language of air communications, but a controller in Bordeaux understood it as "five men on board." He concluded that the plane was being hijacked and called for high alert.

Two French air force jets were scrambled and Prime Minister Lionel Jospin raced back to his office from his election campaign headquarters in case a terrorist attack was underway.

But officials said the Bordeaux controller apparently misheard the message from the pilot of an Air France flight from Toulouse to Paris.

"The pilot probably announced a fire or smoke on board and the control tower understood something else," said one official.

French civil aviation authorities were investigating the incident. A spokeswoman said: "We are studying what actually happened. I do not know anything more." ■

Student Faces Felony Rap Over TOEFL Trick

A STUDENT in Oklahoma faces felony charges after he presented himself as another person in order to take the Test of English as a Foreign Language (TOEFL).

The student, Tarig Al-Taweel, is accused of presenting himself as one Fahad Boubshait for the purposes of taking the TOEFL, a test used by American universities to measure the abilities of nonnative speakers in English language skills.

Al-Taweel is also accused of paying an employee at the college to alter the grades of other students.

Police believe Al-Taweel used a variety of methods to falsify testing documents and scores that allowed unprepared Middle Eastern students to enroll at Tulsa Community College. ■

PA Educators Back ESL Certification

THE PENNSYLVANIA State Education Association (PSEA) has urged the Pennsylvania Department of Education to create a separate certification for ESL teachers.

According to PSEA president, Patsy J. Tallarico, "Pennsylvania is currently the only state in the nation that does not require certification or special training for K-12 educators who teach children English as a second language. That means that ESL instruction in Pennsylvania's public schools has no minimum quality standards and is available in some schools and not others, and is often passed along through the curriculum to under-prepared instructors.

"Speech and language are so important to the cognitive development of any child," Tallarico said. "Teaching English as a second language does not perpetuate dependence on another language; it overcomes that dependence. Foreign-born students can learn most academic subjects more easily through the second-language method."

Tallarico said that an untrained or under-trained teacher cannot easily discern whether a student with limited English is failing to understand a school assignment or simply cannot adequately understand the English language. Required ESL certification, she said, would improve the quality of teaching.

"As we continue to advance the quality of ESL instruction, PSEA also seeks to continue our advocacy for our members who may not currently hold ESL certification and are currently assigned as ESL instructors. We would support some type of 'grandfathering' language to protect these members' rights as Pennsylvania joins the other 49 states in creating a separate ESL certification," Tallarico said. ■

Filipino Teachers In Demand

THE GOVERNMENT is looking to the Philippines as a source of ESL teachers to help cope with the shortage of English language educators in the nation's schools.

"Teachers are highly wanted in the United States, just like our nurses, because they are the ones preferred to teach English there," said Philippines' Labor Secretary, Patricia Sto. Tomas who added that the U.S. government has sent numerous offers of employment for Filipino teachers to teach English in the USA.

Sto. Tomas claimed that Filipino teachers were regarded in America as the most competent instructors of their first language, "or they would have gotten teachers from England and other English-speaking nations."

Migrant workers' organizations, however, said that Filipinos are prized by employers because they will accept wages considered low by U.S. standards. ■

Unqualified English Teachers Arrested in Korean Capital

POLICE IN SEOUL launched an investigation of English language institutes in the Korea capital, resulting in the arrests of several unqualified teachers.

At least seven of the unqualified English instructors have been remanded to the Korean immigration authorities pending their deportation. School owners were also arrested and have been charged with employing unqualified instructors. Under Korean law, foreign language instructors from overseas are required to have four-year college degrees. Most of those arrested held only high school diplomas.

According to the Seoul police, language institute owners used the Internet to recruit unqualified teachers. The English language instructors taught kindergarten and elementary-school students. The school owners are also suspected of evading taxes by hiring unqualified teachers and then firing them after one or two months to cut operational costs. The police plan to expand their inspection of language institutes, as they say there are more schools in Seoul that hire foreign language instructors without proper qualifications. ■

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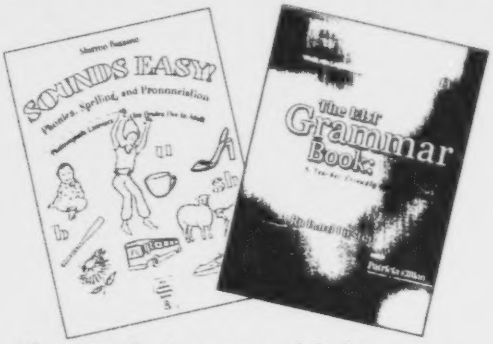

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"She" Ships Out

IN A MOVE to modernize marine language terminology, ships will no longer be referred to as "she."

According to Julian Bray, editor of *Lloyd's List*, the world's leading shipping newspaper, the time has come to "bring the paper into line with most other reputable international business titles" and refer to a ship as "it."

"I decided that it was time to catch up with the rest of the world, and most other news organizations refer to ships as neuter," said Bray. He added that ships should be viewed as commodities, not things that have characters. The paper has used the female pronoun, standard in maritime terminology, since it was founded in 1734.

The change was criticized by scholars of maritime history.

"It is a chip out of the wall of a particular cultural sector," said Pieter van der Merwe, general editor at the Greenwich Maritime Museum in London. "You can say it's a small thing, but small things mount up. You actually lose the color of specialist areas if you destroy the language of them. We will continue to refer to ships as 'she' here."

The *Oxford English Dictionary* traces the practice of referring to ships as feminine as far back as 1375. Some believe the tradition originated when ships were dedicated to the goddess carved on the bow. Others say the English tradition was picked up from the Romance languages, where the word ship is always feminine. However, the word may simply be an indication of the close relationship that sailors have with their vessels.

Kay Armatage, a professor of women's studies at the University of Toronto, applauded the move by *Lloyd's List*.

"They're trying to be progressive, and that's a good thing as far as I'm concerned, wherever it crops up." ■

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Alaska Rejects English Only

ALASKA GOVERNMENT officials will not be required to substitute English for Yup'ik, Inupiaq or any of the other native languages sometimes used in their daily business under a ruling issued by a state judge last month.

Superior Court Judge Fred Torrisi has ruled the state's official-English initiative, passed by voters in 1998, violates the free-speech rights guaranteed in the Alaska constitution. The initiative was passed by about 70 percent of the voters although the law did not go into effect because the legal challenge came almost immediately.

In his ruling, Torrisi said arguments made by Alaskans seeking to overturn the law confirmed "What the philosophers tell us: Language is the beginning; it is part of who we are. Beyond defining our ethnicity, it organizes our minds." Torrisi rejected arguments by the state and the initiative sponsors that mandating English for government operations would improve efficiency.

"If you happen to have a Filipino seeking to register a snow machine at a DMV (Department of Motor Vehicles) office where the worker actually speaks the right dialect, how is it efficient to have her restricted to the use of English?" Torrisi wrote in his ruling, which also covered languages spoken by immigrants. Alaska has a number of Filipino communities in coastal towns.

According to Jennifer Rudinger, executive director of the Alaska Civil Liberties Union, the ruling was important because it made Alaska the second state, after Arizona, where a court has struck down the official-English mandate. Currently, 26 states have official English laws on the books. ■

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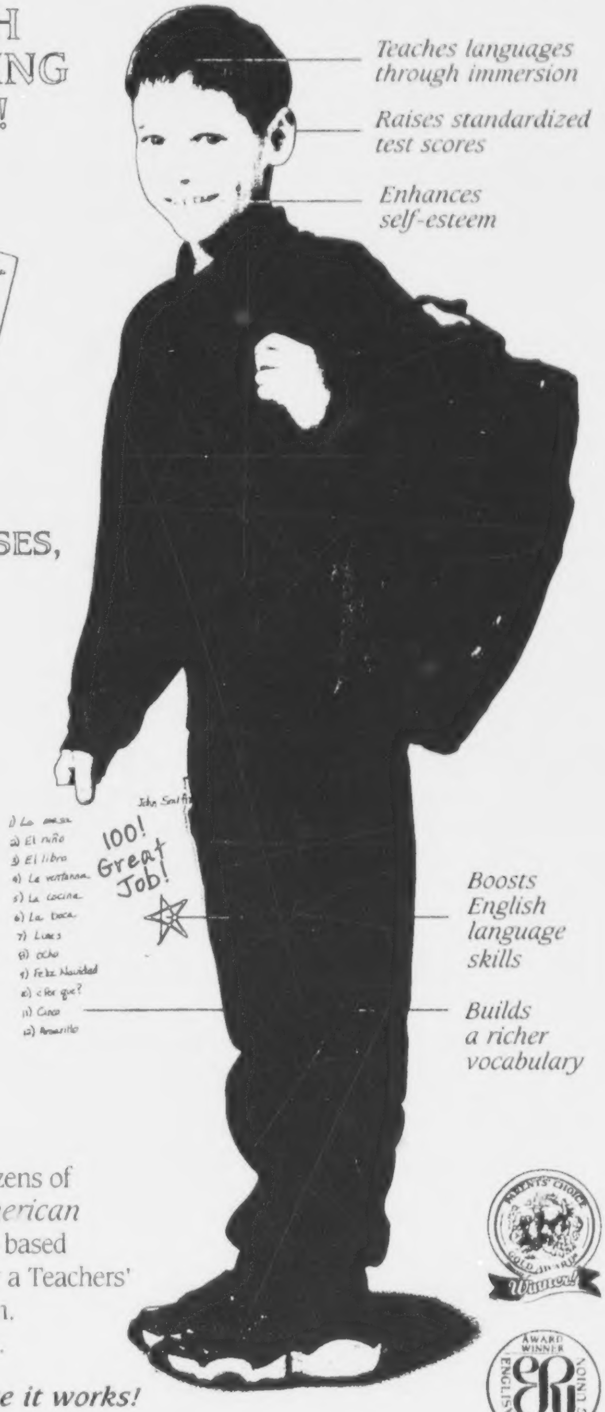
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Steven Donahue finds out how a school in one of America's most deprived communities is building a brighter future through its literacy and language programs.

The American streets may be mean outside of Edison Senior High School in Miami, the air occasionally punctuated by drive-by shootings, and just beyond its chain-link fences was the body of a dead woman found. But inside the school, which has the highest concentration of Haitian students in the U.S., children are safely learning the English language. Here, the crack houses and poverty ringing Edison are momentarily kept at bay, as the education war for these newcomers is waged through a number of innovative programs.

Edison principal Santiago Corrada moves comfortably, almost swimming between students and staff with words of encouragement, as he navigates the halls of his high school, extending personal greetings, returning smiles, and tousling heads. Under a trilingual sign reading "Byenvin Nan Lekol Nou" (Welcome to Our School), Haitian students come up to him and say, "Give me a hug!" and he obliges with the ease of someone who has given a thousand embraces today. There is an aura of respect and love—the kind of earned love bestowed because at Edison, Corrada's grit in battling for his mostly Haitian English as a Second Language (ESL) students has helped transcend the barriers of race and language.

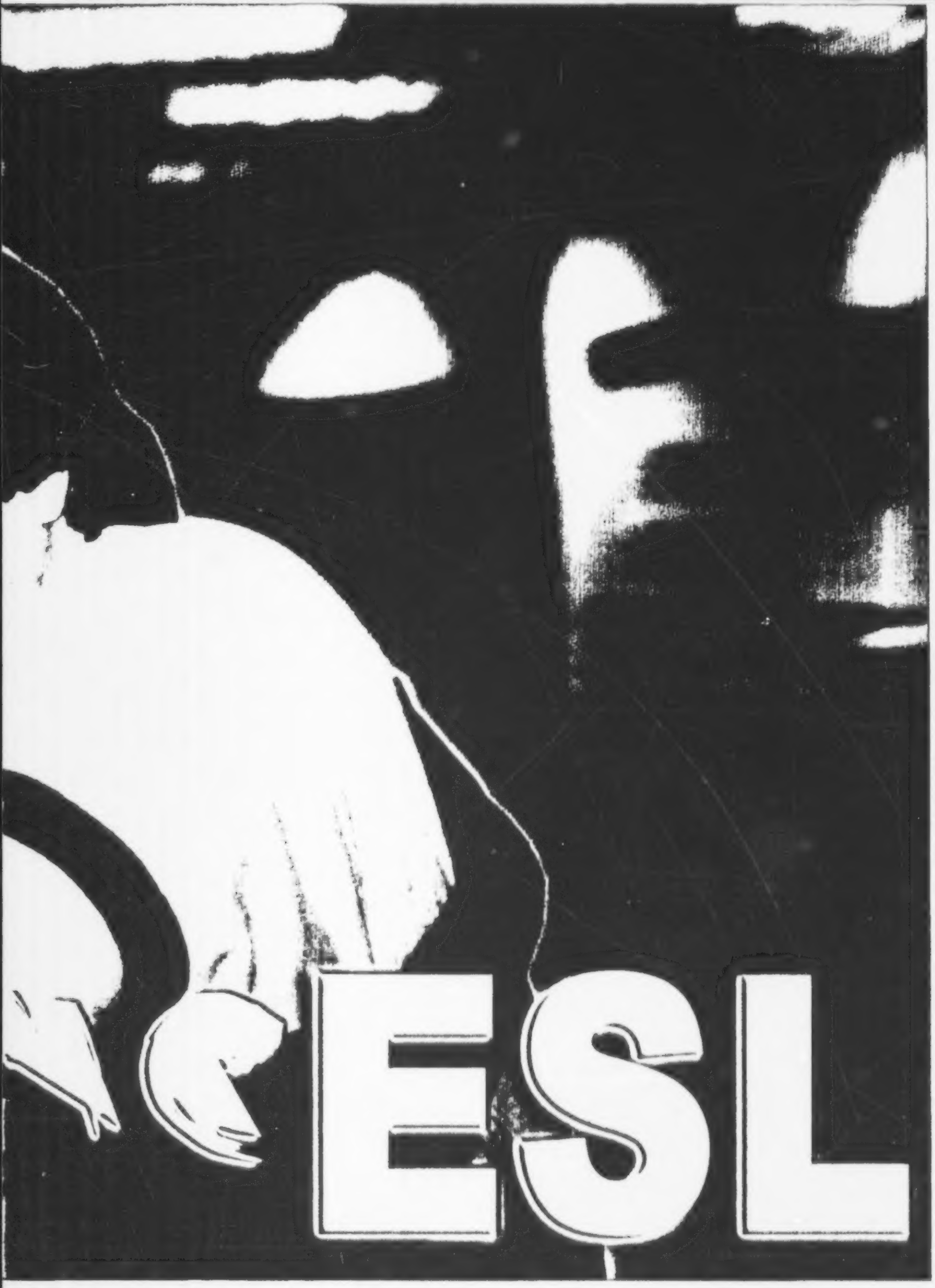
Corrada explains what makes Edison a place unto itself: "Students face the triple hurdle of poverty, language, and race." Edison is one of the poorest high schools in the U.S.—most are on free or reduced lunch. Edison faces language challenges—over a quarter of the student body is in intensive English classes. It drew the distinction of being the only high school in Florida that had received an "F" under Governor Jeb Bush's system that graded school performance and gave students the option to get vouchers to leave poorly performing schools that flunked twice in a row.

Unexpectedly, these frequently-bashed, state-mandated plans seem to show that there have been some beneficial aspects to the accountability regimen of Florida: A+ school ratings and high stakes testing. Edison has managed to chin itself up from an "F" school to a "D", even against the gravity of a predominantly ESL population. "In 2001, no public school in Florida received a failing mark on the annual School Accountability Report in place since the state began issuing grades three years ago," said education commissioner Charlie Crist. He added, "Things continue to improve. Accountability continues to work. Florida's children continue to win."

Florida graduated all-white alumni at Edison in the 1950s. During the 1970s it had become a mostly black high school pulling from a nearby ghetto. But by the 1990s, an influx of Haitian immigrants grew to include thousands of refugee boat people who have come to dominate the school.

Edison High School is located between Little Haiti and the traditional black section of Liberty City. The fumes and din of I-95 cuts a shadow down the middle of the two black barrios. The two black enclaves are not a melting pot. On the 2000 Census, up to 30% of the Haitians elected to mark two boxes: "black" and write in "Haitian" in the blank space provided.

The school is 93% black, of which 80%



Principal Santiago C. Corrada's compassion has been a major factor in the school's improvement.

are Haitian. There are no white students at Edison. Of the nearly 2,300 students in the school, about 69% have recently exited Limited English Proficient (LEP) programs. Within this LEP population, there are Haitian immigrants who are not literate in any language. A special program appropriately called 'New Beginnings' serves to jumpstart them to literacy and opportunity in their new home.

Edison has become a community resource and forum for American blacks and Haitians to dialog. "The stars aligned properly when I came here four years ago," says Principal Corrada who "listened first; did second," and began to put the physical infrastructure in place. The principal's goals were, he says, "Maslow's hierarchy of needs, where physical security came first." Cameras were installed, ID badges issued to staff, the cafeteria renovated with a Pirates of the Caribbean motif (the school's mascot), off-school lunch curbed, guns eliminated, and the halls made safe. "We addressed the historical tensions between American blacks and Haitian blacks, and we reduced that considerably," he explains.

Spirit abounds at Edison, "But spirit is not enough," explains Corrada, " Our weakness continues to be academics." Reading scores are particularly low at Edison. As a possible predictor of post-graduation plans, only 64 students even bothered to take the SAT at Edison in 2001. One of the greatest challenges to serving an ESL population such as Edison is that it is always on the move. The "mobility index" at Edison hovers around 58%. This means that over 50% of the population leaves in any academic year, yet the overall population is stable because new students are coming in. Undoubtedly, immigration impacts test scores for the whole county. In 2000 alone, 19,000 new foreign-born students entered the Dade school system.

A stratospheric mobility index makes it almost impossible to raise standardized test scores. It also means that these students-on-the-go are not coming out of homes that are rich in English reading materials or a culture of reading to children. Moreover, in neighborhood surveys, almost nine out of ten Haitians said they had little or no contact with English-speaking Americans.

"Spirit abounds at Edison, 'But spirit is not enough,' explains Corrada, 'Our weakness continues to be academics.' Reading scores are particularly low at Edison. As a possible predictor of post-graduation plans, only 64 students even bothered to take the SAT at Edison in 2001."

But Edison has its success stories: Sylvia Fowles is a 6-4 Edison sophomore who made headlines across the country when she became the first girl to dunk in a high school basketball game. Students play their hearts out on the school soccer field, under the red peeling bark of Jumbo Limbo trees, and switch easily between English and Patois.

continued p.17

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Edison students are overcoming adversity.

"Kathy Humphrey, 'The Queen of Power Writing,' at Edison has relentlessly motivated the students to improve their composition skills and this has impacted FCAT scores favorably. Now, reading is the next frontier."

from p.15

Success at Edison has not been limited to athletics. To meet the needs of this burgeoning population it has implemented some innovative programs: New Beginnings, Academies, and BCC or Bilingual Content Curriculum. New Beginnings addresses the needs of newcomers who have no literacy skills, even in Creole. The program goes over basic literacy skills, such as how to read and write letters and sound them out. The BCC program tries to prepare students towards entry into Miami-Dade Community College by presenting some academic content in French Creole. Principal Corrada brought in a number of Academies noting, "nursing is revered by the Haitian community," and added to that offerings for entrepreneurship, computers, culinary arts, and dramatic arts.

For some time, Edison almost sank under the weight of low writing test scores, the lowest in the state, but the school has managed to raise the pass rate from 69% to 85%. Part of the success, "has been a focus away from trying to obtain error-free writing," says Shawn Denight, Edison's English teacher (and State Teacher of the Year), "while putting more emphasize on the process of the content." He thinks that the same energy and resources will be directed towards the reading programs, where test scores still are lagging, despite having doubled them from a low 13% to a 26% pass rate. Shawn's classroom is representative of Edison—students tap at assignments on blue Macs that ring the classroom. During the reading of one of Maya Angelou's poems, the class becomes animated and interactive when discussing her lyrics:

The caged bird sings with a fearful trill
of things unknown but longed for still
and his tune is heard on the distant hill
for the caged bird sings of freedom.

During a lesson, the class is in rapt attention as Shawn goes over some of the themes in Toni Morrison's *The Bluest Eye*, about a little black girl who wanted blue eyes. The class laughed when Shawn read from the book: "The switch hovered in the air while Mommy blinked." Around the room were the ingredients for English literacy: examples of metaphors and similes scrawled on a blackboard: "She was as fast as lightning." A quote on a teacher's bulletin board from Aristotle seems to sum it all up at Edison, "Educating the mind without educating the heart is no education at all."

Kathy Humphrey, "The Queen of Power Writing" at Edison, has relentlessly motivated the students to improve their composition skills and this has impacted FCAT scores favorably. Now, reading is the next frontier. Reading continues to depress the FCAT scores at Edison. The State of Florida has embarked upon a $45 million

continued p.18

"At schools such as Edison, racial and cultural divides have been crossed in part through determined efforts in literacy and language education."

Edison cheerleaders (top) with Principal Corrada at the Girls' State Basketball Championships, Commissioner Crist (above) and student registration (left).

from p.17

program as part of the nationwide *No Child Left Behind Act* called *Reading First*. The stakes are especially high in Florida.

"By the fourth grade," Florida Education Secretary Jim Horne said, "only half the children in Florida schools can read at their grade level." Horne called that "unacceptable."

Obtaining a higher education is a pillar of the American dream. From this year onwards, Florida juniors must pass the Florida Comprehensive Assessment Test (FCAT) to get a high school diploma. If they fail repeatedly, they will only be issued a Certificate of Completion.

Generally, the FCAT requirement is thought to be harder than the High School Competency Test. In addition, FCAT passing scores are slowly being ratcheted up. Guidance directors worry that students whose first language is not English may stumble on the FCAT and lose their shot at college. Commissioner Crist counters these criticisms, "Students get six opportunities to take the FCAT, and can elect to take an extra senior year to complete high school," he said.

At schools such as Edison, racial and cultural divides have been crossed in part through determined efforts in literacy and language education.

A brilliant painting demonstrates the two worlds of Edison High School Students: on one side of the canvas are the beaches and shacks of tropical Haiti; on the other, a version of Edison High School. Bridging the two worlds is a crawling infant on the sandy beach, reaching across the great immigrant divide to grasp a high school diploma—plucked out of thin air, from the halls of Miami's "EYD-EE-SONE". ■

Professor Steven Donahue teaches ESL and pronunciation in South Florida.

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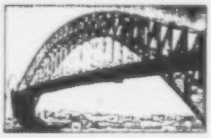

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Accentuating the Positive

Many ESL teachers do not believe in the need to teach students to speak with a standard American accent. Ann Cook disagrees as **Benjamin Ferguson** found out when he interviewed her for *Language Magazine*.

"American Accent Training was born out of failure!" says best-selling author Ann Cook, owner of AAT, a company that specializes in teaching the American English accent, teacher training and presenting seminars on the topic worldwide.

"I was working with a Japanese businessman on his conversational skills," says Ms. Cook, "with a bit of grammar and vocabulary thrown in for good measure. We worked hard, but we hit a wall. We were both trying our best, but that particular path was a dead end. I decided to focus on pronunciation with him. We worked on all the vowels and consonants, until he could produce them with fair accuracy. I made a tape of him, which I proudly played for my father. My dad listened, and then looked at me with a puzzled expression and said, 'But you know I don't speak Japanese!'

At that point, Ms. Cook knew she had to do something different. And as a result, she wrote *American Accent Training*, which became a best seller. She uses her methods to host seminars at Fortune 500 companies for call center training all over the world.

"Some teachers have the idea that teaching the American accent is ethnocentric and xenophobic," she says. "I maintain that the opposite is true: letting students learn just enough of a language to make them noticeable is to make them a target of discrimination and ridicule."

Every student has different, but powerful resistances to simply picking up and using the new sounds and rhythm of American English. It is not easy for a student to put aside a natural reluctance to learning a new accent and it is important for a trainer to recognize and deal with the common psychological resistances that occur.

"Where I have noticed the most entrenched and recalcitrant belief systems are not with the students, but with the trainers themselves," she says. "For one reason or another, with the best of intentions, they teach the students wrong. They teach textbook English, English teacher English, so-called 'proper English,' but only rarely do you find an American willing to let outsiders in on the secrets of the sounds of our language. Trainers' excuses are similar to students'." Ms. Cook says there are 11 reasons why some teachers are resistant to teach a standard American accent.

1. If exposed to American English, students will pick up accent naturally.

Unfortunately, this is not true of adults. When children are exposed to a new language, they don't have as much to compare it to, so they hear the rhythms and speak naturally.

2. Accent isn't important—students need to know how to read and write well

Students need to learn to read and write in order to pass tests. Yes, ultimately, but these trainers are missing the point. Students' reading, writing and comprehension skills are vastly improved if they're in on the code of the American speech style from the beginning. No one would think of handing a dictionary, a thesaurus and a grammar book to a two-year-old, but that's exactly what teachers do with language students.

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3. Accents can't be taught.
Although children do pick up an accent in an unstructured way, adults can learn to hear and use the patterns and sounds of a standard accent.

4. The students aren't ready to learn accent and pronunciation.
Before a student picks up a single concept about culture or American business, he should have already started understanding the sounds and rhythms of the language.

5. My students are too advanced to learn accent and pronunciation.
It's never too late for a student to make the elementary realizations to change his accent. It is, however, more work than to pick up a standard accent in the beginning.

6. My own accent is not standard.
If "not standard" means "from another country", it is still possible for you to train a student if you understand and can communicate the concepts. You need to prepare and specifically follow the guidelines, as well as sharpen your ear. If "not standard" means "with a regional American accent", you have only a pronunciation difference—the underlying structure is the same across the country.

7. I've never taught accent before.
If you are a native speaker, you have all the concepts—you just haven't realized it yet. It is nothing mysterious to teach an accent, you only need to learn to hear yourself and teach others to hear themselves.

8. Accent shouldn't be taught. Spoken American English is not "correct".
A large part of the problem is that in the United States, we don't have an official "correct accent" like they do in other countries: In Britain, Received Pronunciation is proper, Cockney is not; Parisian French is the standard, Marseillese is substandard—there is no dispute in those countries that the model is established and accepted. This lack of an expressible identity forces trainers to judge pronunciation in the same way that some people judge art: I can't define it, but I know it when I hear it.

9. An accent is cute, don't lose it.
Saying that a person has a cute accent unfairly categorizes and diminishes them. What happens is that people listen not to what the person is saying, but to how he/she is saying it. It is not necessarily appropriate for a person to have a cute way of speaking and it is a burden to those who can't help it.

10. Persona vs. Expression
There is a common misperception that "how you speak is who you are." Native speakers of any language, the majority group, make the most amazing leap in evaluating a person based on his accent. The first assumption is that accent equals language in general, and that misconception segues neatly to the idea that a person's language capability indicates her level of intelligence and general competence. The shorthand becomes Accent Equals Intelligence.

A Spanish-speaking woman told me that people didn't leave messages with her for her boss because they didn't think she understood them. She spoke perfect English, with a moderate accent. Unfortunately, Americans treated her according to their perception of a person with a Spanish accent. This definition may keep her at a lower level of employment for years.

11. Trust me, I'm a Teacher.
It is with the best of intentions that ESL teachers perfect all other aspects of their students' English, but deny them the opportunity to speak with other than their native accent.

"Every accent is wonderful," says Ms. Cook, "but as the trainer, you need to accept the authority that you are guiding the student into a certain standard accent. You need to find what is best for your students—do not indulge your own pet peculiarities just because you happen to like them."

"This is a tremendous disservice to your students and ultimately to yourself. In order to avoid teaching English Teacher English, check in with yourself when you are giving words out of context—say the word to yourself in context, at normal speed by running a whole sentence by in your head like on a cassette tape. Mentally cut out that little section that you are checking on. Then, as if you are listening back to a snippet of recording tape, listen to yourself say the word in its proper environment. For example, you don't teach the stand-alone that [*that*] of the dictionary. Aim for a Michigan or California sound whenever possible."

For more information on Ms. Cook, teacher training, American accent classes and the book *American Accent Training*, call 1-800-457-4255 or click onto www.americanaccent.com ■

Benjamin Ferguson has a Master's degree in Communications Management from the University of Southern California and is an experienced ESL teacher and journalist working in Los Angeles.

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Language Key To

Tove Skutnabb-Kangas argues that linguistic diversity is essential for the maintenance of biodiversity and the continued existence of humankind on the planet.

Habitat destruction, whether through logging, the spread of agriculture or the use of pesticides, has been blamed as the main cause for the disappearance of biodiversity, but most people do not realize is that the loss of languages is equally important.

While new trees can be planted and habitats restored, it is much more difficult to restore languages once they have been murdered. And languages are now being massacred at a faster rate than ever before. Even the most optimistic prognoses predict that only half of today's 7,000 spoken languages will exist by the year 2100. Some reports estimate that 90-95% of these languages may be dead or moribund—no longer learned by children—by the end of the century.

The media and educational systems are the prime suspects in language extinction. But behind the scenes there are the real culprits—the global economic, military and political systems.

Most of the world's languages are spoken by relatively few people; the median number of speakers of a language is approximately 5,000 people. Less than 300 languages can boast more than one million native speakers—half of all the languages have fewer than 10,000 users, and a quarter of the world's spoken languages and most of the sign languages have fewer than 1,000 users. More than 80% of the world's languages exist in one country only.

A simple comparison, based on numbers and extinction rates, shows that linguistic diversity is disappearing relatively faster than biodiversity. Optimistic estimates claim that 2% of today's biological species will be dead in a hundred years' time—by then, 50% of languages will have bitten the dust. More pessimistic reports predict that 20% of our biological species will be gone by 2100 together with 90-95% of our languages.

Some people might say "So what? It might be better for world peace if we all speak a few languages and understand each other. It is only the nostalgic linguists who want to preserve the smaller ones."

Although there are many good arguments against this point of view, here I will present only one counterargument, which is actually crucial to the future of our planet: linguistic diversity and biodiversity are, in fact, correlated. People who live in areas of great biological diversity tend to speak more than one language. The opposite is also true although we must be aware that there are exceptions to this rule.

Conservationist David Harmon is the general secretary of Terralingua, a non-profit international organization devoted to preserving the world's linguistic diversity and to investigating links between biological and cultural diversity. Harmon has examined countries with the greatest number of languages and has compared them to those countries with the highest number of different species of vertebrates. Of the 25 countries Harmon looked at, 16 (64 percent) are on both lists. According to Harmon, "It is very unlikely that this would only be accidental." He finds the same results with flowering plants and languages, butterflies and languages, a significant correlation between countries with biological and linguistic megadiversity.

New and exciting research shows mounting evidence for the hypothesis that the relationship may also be causal: the two types of diversities seem to mutually enforce and support each other. A recent UNEP (United Nations Environmental Program) publication summarizes much of the evidence.

Many of the world's threatened languages contain vocabulary that preserves the knowledge

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Life on Earth

of how to maintain and sustain some of the most vulnerable and most biologically diverse environments. It has taken centuries for people to get to know their local environment well enough to be able to understand it in detail and to describe the complex ecological relationships, which are decisive for the maintenance of biodiversity. When indigenous peoples lose their languages, much of this knowledge also disappears: the dominant languages do not have the appropriate ethnobiological and ethnomedical vocabulary and the traditional stories will not be translated. And it takes decades, even centuries, for dominant languages to develop the vocabularies needed. In Latin America for instance, Spanish has still not developed the words needed to define certain fine distinctions in the environment. If the co-evolution people have enjoyed with their environments from time immemorial is abruptly disrupted, without giving nature (and people) enough time to adjust and adapt, we can expect a catastrophe. During the next 100 years, if we go ahead and destroy 50-90 % of linguistic—and along with it, cultural—diversity, our repository of ecological knowledge, we will be seriously undermining our chances of continued life on earth.

Destroying language diversity, like wiping out biodiversity is dangerous reductionism. Monocultures are vulnerable in areas like agriculture, horticulture, animal husbandry, as animals, bacteria and crops, become more resistant to treatments including antibiotics and pesticides. Genetic manipulation of foods and livestock is only compounding the problem. A new way of lateral thinking that might save us from ourselves in time lies in preserving the diversity of languages and cultures. We do not know which ones have the medicines we need—because of this multilingualism is necessary.

Indigenous and minority people need to have a chance to maintain their own languages and learn dominant languages. But instead of fostering and supporting multilingualism through the educational system, schools participate in linguistic genocide, as defined in three United Nations' definitions of genocide: two which are still part of the present 1948 UN International Convention on the Prevention and Punishment of the Crime of Genocide (E794, 1948), Article II(e), "forcibly transferring children of the group to another group"; and Article II(b), "causing serious bodily or mental harm to members of the group"; and one which was part of the final Draft but is not in the Convention, Article III(1) "prohibiting the use of the language of the group in daily intercourse or in schools, or the printing and circulation of publications in the language of the group."

> "Indigenous and minority people need to have a chance to maintain their own languages and learn dominant languages. But instead of fostering and supporting multilingualism through the educational system, schools participate in linguistic genocide, as defined in three United Nations' definitions of genocide."

Pirjo Janulf has shown in a longitudinal study of Finnish immigrants in Sweden who experienced Swedish-medium education that

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not one of them spoke any Finnish to their own children. Even if they themselves might not have forgotten their Finnish completely, their children were certainly forcibly transferred to the majority group, at least linguistically. This is what happens to millions of speakers of threatened languages all over the world. There are no schools or classes teaching through the medium of the threatened indigenous or minority languages. The transfer to the majority language speaking group is not voluntary: alternatives do not exist, and parents do not have enough reliable information about the long-term consequences of the various choices. There is also a wealth of research and statistics about the mental harm that forced assimilation causes in education and otherwise. "Prohibition" in Article III can be direct or indirect. If the minority language is not used as the main medium of education, the use of the language is indirectly prohibited in daily intercourse/in schools. Therefore, situations where children lose their first language can often be characterized as genocide.

To stop linguistic genocide, linguistic human rights need to be respected. The most important linguistic human right for maintenance of LD is the right to mother tongue medium education. But the existing and draft human rights instruments are completely insufficient in protecting linguistic human rights in education. When speakers of small languages learn other, necessary, languages in addition to their native languages, they become multilingual, and the maintenance of LD, necessary for the planet, is supported. When major languages, like English, or other languages like French, Russian, Chinese, Bahasa Indonesia, Arabic and so on are learned at the cost of mother tongues, they become "killer languages".

What are language teachers doing to make sure that dominant languages don't turn into "killers" but are instead assets to minority language speakers? ■

Dr. Tove Skutnabb-Kangas is associate professor at Roskilde University, Denmark, and vice-president of Terralingua (www.terralingua.org). Her latest book is *Linguistic Genocide In Education - Or Worldwide Diversity And Human Rights?* **Further Reading:** Janulf, Pirjo *Will Finnish Survive in Sweden?* Stockholm: Almqvist & Wiksell International, 1998.

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Little Big Language

Richard Littlebear explains why the preservation of Cheyenne is necessary for the cultural and spiritual welfare of his people.

When we were growing up, those of us who speak Cheyenne thought our language would be here forever. There is still a good chance that the Cheyenne language will remain with us for a long time to come, but unless we reverse the current rate of language loss, future generations will speak a tongue devoid of the vitality and vocabulary that reflects our cultural practices and traditions—if they speak it at all.

The death of the Cheyenne language will happen because we are losing speakers of Cheyenne as their first language—and younger speakers are not replacing them. As a consequence, Cheyenne could be finished as a spoken language by around 2040 when the youngest speakers (who are about 40) would be 80—and very few Northern Cheyenne ever reach that age.

Cheyenne is a member of the great Algonquian language family, which includes among others Blackfeet, Arapaho, Kickapoo, Fox, Cree, Ojibwa, and Passamaquoddy. These languages were spoken at one time or another throughout what is now the northern and central United States and southern Canada. English speakers have borrowed several words from Algonquian such as *raccoon, skunk, opossum, moose, pow-wow, squash, tomahawk, moccasin, Mississippi, Chicago* and *Wisconsin*.

For an untold number of years, the Cheyenne language was exclusively an oral and sign language before the Rev. Rodolphe Petter created a writing system for it in 1894. The present writing system, which has been used in bilingual education programs and Cheyenne language materials since the early 1970s, uses essentially the same alphabet designed by Petter except for his letter z which has been replaced by *ts* (as in *Tsetsestahase*, the word the Cheyennes call themselves. The glottal stop is symbolized by either the apostrophe or with a question mark without the dot. The alphabet is comprised of the letters a, e, h, k, m, n, o, p, s, s t, v, x, 'or a dot-less question mark. Because the Cheyenne language is characterized by silent vowels, they are indicated thusly: a, e, and o. Every Cheyenne word ends in a silent vowel so there is no need to indicate it.

The Cheyenne language is spoken in southeastern Montana (on the Northern Cheyenne Indian Reservation) and in central Oklahoma. We often hear stories of another group of Cheyenne located somewhere in Canada but we have never made contact with them. It would be interesting to see how their language and rituals differ from ours after a long separation. Expeditions have been planned to go look for this Canadian group but no one has gone as yet.

In the U.S., out of a population of approximately 7,000 Cheyenne people on the Northern Cheyenne Reservation, about 2,000 still speak or understand the language. This is a rough estimate because of the many variables involved in determining who is fluent. But the general consensus is that the number is rapidly dwindling. In Oklahoma the use of the language has all but disappeared, except for a small group of elders who still speak it usually at ceremonial gatherings or when they get together socially.

But there is a lot of interest in the Cheyenne language. People, both Cheyenne and non-Cheyenne, want to acquire it—meaning to speak it—and to learn it—meaning to read and write it. As a result of this interest, there are many efforts attempting to revitalize the language. These efforts range from immersion programs in Head Start, with oral and literacy classes in two K-12 schools, Lame Deer and Northern Cheyenne Tribal Schools, to an immersion camp during the summer. In addition, Montana's Board of Public Education has approved the certification of language and cultural specialists of each of the eleven languages that are spoken by Montana tribes. To acquire this certification, applicants must pass a test of their proficiency in language and culture. For the Northern Cheyenne people, the certifying and testing agency is Dull Knife Memorial College, one of the 32 tribal colleges and universities located generally on Indian reservations throughout the United

continued p.26

passports

The people behind **passports** have been responsible, directly or indirectly, for the successful overseas travel of hundreds of thousands of American high school students since the mid-nineteen-sixties.

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from p.24

States. Working to preserve the language is the linguist Wayne Leman, who has been diligently compiling grammars, dictionaries, names, and stories since the 1970s. Individual teachers are compiling their own curricula and reading materials. All in all, there is a healthy effort at attempting to strengthen the Cheyenne language.

So why is it dying? A simple answer points to the ubiquitous and adaptable English language. These characteristics enable it to simply overpower the Cheyenne language. However, there are other more complicated reasons. For instance, we Cheyennes are inadvertent accomplices to this dying process. Very few parents are talking to their children in Cheyenne. Why is this? I am not a psychologist but I can offer some conjectures:

> "The paradox is that Cheyenne was primarily an oral language for much of its existence and then writing comes along and all of a sudden that is the primary emphasis in classrooms."

- It seems that parents are ashamed of speaking their language. This might be because some parents and grandparents were forbidden to speak Cheyenne in schools until the 1950s. The horrible effects of that ban resonate down through the generations, influence one's self-esteem negatively, and even encourage hating one's own language and culture.
- Some of the younger generation cannot understand or do not listen to their parents regardless of what language they use. Speaking to one's own children in Cheyenne might present too much of a risk for adults who risk rejection of themselves, of their language, and of their parental authority by their children whenever they try to speak to them in Cheyenne. So, while the adults speak two languages, they cannot communicate with a generation that has grown up with MTV and drugs. Communication between the generations is simply stifled. Please note that not all of the younger generation behaves this way either. Most are truly interested in the Cheyenne language.
- The insensitivity of seniors and fluent speakers to those who are potential second language speakers of Cheyenne. By this insensitivity, I am referring to fluent speakers teasing those who are attempting to talk Cheyenne. Fluent speakers, usually elders, are often critical of speakers who mispronounce words or commit some other perceived language failing. This teasing might be meant in a good way but it has a stifling effect on potential speakers because, culturally, young people are conditioned to respect elders, and teasing is sometimes used as a device to control social behavior. Potential speakers, hearing too much teasing, might just resort to speaking English exclusively because they have some control. As a result we lose people who are interested in speaking Cheyenne.
- For some reason teachers are obsessed with writing the language long before their students are able to speak the language. I am not against the reading or writing of any language. What I am against is introducing writing at the wrong time or introducing it without carefully considering the effects such writing exercises might have on their students. The paradox is that Cheyenne was primarily an oral language for much of its existence and then writing comes along and all of a sudden that is the primary emphasis in classrooms. Speaking a language, and reading and writing it are two distinctly different undertakings. I maintain that we have to be able to speak the language before we can attempt to read and write it with comprehension.

Acquiring a language conversationally is a tremendously time consuming activity. Teaching Cheyenne conversationally should be our priority in the classroom and in curriculum and materials development. For instance, I'm still learning Cheyenne and it is my first language. This is going to be a lifelong endeavor for me. As a first language speaker of Cheyenne, it has taken me a few years to learn to read and write it and I'm still learning. But it has taken me a shorter time to learn to read and write it than it would take for me to become a fluent, conversational-level speaker.

It appears that the Northern Cheyenne people quit coining new words for social concepts and contemporary objects. We have words for "car," "airplane," "railroad train," etc. but these were coined as soon as they appeared, usually before the 1950s.

As a result, there are many social phenomena (like HIV/AIDS or cocaine addiction) and objects (microwave oven, computer, etc.) that do not have Cheyenne names or titles. The present day Cheyenne vocabulary is still robust enough to give names and titles to these: For instance, I asked a lady to say microwave oven. After some thought, she said, *He'tohe tseohkeseeve'senehenasêkonavâha'hovâhtove* or "the object which helps me burn food quickly." For her, this was the function of the microwave oven and she described it accurately and humorously. I coined a word for computer: *he'tohe ko'konõxoe'êstonestôtsetseohketo'seto'êtaamenêtoveoohetanoto* or "the tapping writing object which almost knows how to think for itself" although it will probably never catch on because the tendency in speaking Cheyenne is to make words shorter.

Cheyenne has no role on the world stage. It is not widely spoken. It is not the language of trade or instruction. So why even bother to strengthen it?

It is because the Cheyenne language is the spiritual home of all that is Cheyenne. The Cheyenne language is the nest by which our Cheyenne ethos is nurtured. The language contains all that we need spiritually, emotionally, and physically. We can welcome other languages into our nest but they are mostly utilitarian and for survival in the present social context we Cheyennes find ourselves. But our language is who We are. It is how we approach the world at large. It is an extension of our cultural and individual personalities. Yes, we are a small group of speakers but the effect of being able to speak the language, of being able to convey the spiritual message contained in Cheyenne terminology is a trait that seems to be missing from the English language. Our Cheyenne language adds a conscience to our English language, which, to me, seems to be a language rich with the vocabulary of acquisition and, thus, should be in search of a conscience.

For me personally, there are other reasons for wanting to strengthen the Cheyenne language. For me, paradise is that place where everyone speaks the same language and it is not Hindi, Urdu, or Hebrew but Cheyenne. Utopia is a place where all people practice their spirituality but is not Catholic, Pentecostal, or Evangelical but Cheyenne. A brave, new world for me is a place where all languages are respected just for being languages, even if they are spoken by a small group of people, even if they do not have the political and military means to promote their languages, and even if they cannot strut on the world stage but just because they meet the needs of those people who speak them. *Hena'haanehe.* ■

Dr. Richard (Dick) Littlebear is the President of Chief Dull Knife College (CDKC) in Lame Deer. For more information on the Cheyenne language, go to
http://www.geocities.com/cheyenne_language/

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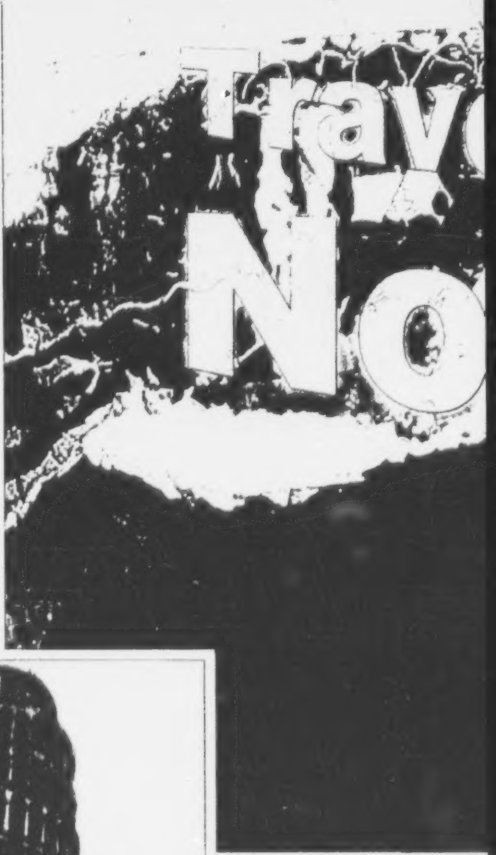
Michele Alperin explores the issues facing students, parents and tour operators over language travel trips in these security conscious times.



A casualty of the September 11 terrorist attacks, the travel industry has been struggling to overcome travelers' fears and return to business as usual. But when those travelers are students, any return to normality also involves those adults who are legally responsible for minors. Asserting concern for both student safety and school board liability, local school boards and superintendents have taken that responsibility upon themselves, sometimes in consultation with parents but often independently, and imposed restrictions on student travel.

Many strong supporters of student travel like Dr. Thomas Giblin, superintendent of the East Lansing public schools in Michigan, decided last fall to eliminate out-of-state and international travel. He acted in response to the anxiety, uncertainty, and confusion following September. Even President Bush was delivering a double-edged message, observed Giblin, urging Americans "not to be held hostage to terrorism" and "to get on with our lives," while at the same time "there were no White House tours, and you couldn't find Mr. Cheney."

Although these early blanket restrictions have given way to a widening circumference of permitted trips—out-of-state, in New York City and Washington, D.C., and to Mexico and Canada—many superintendents and school boards are still maintaining restrictions on international travel through the end of the school year.

The biggest losers from these school board restrictions, beyond the students and teachers consigned to stay at home this spring and summer, have been the student travel companies. Not only have they lost travelers, but they have also been asked by canceling families to return already-spent deposit money.

To secure the best rates for their student customers, travel companies must pay their service suppliers substantial deposits well in advance. Lori van Dam of EF Tours explained, "When someone enrolls on a tour with us, we immediately begin incurring costs on their behalf. Hotels, buses, and restaurants all receive deposits and commitments from us which we are legally obligated to honor, regardless of the person's decision to travel or not. The deposits that we cannot refund are used to cover those legal obligations."

Policies on returning deposits for cancelled trips vary with the company. "The great majority of our participants," said van Dam, "understand that we have made plans and commitments based on their decision to travel, and that we now need to honor those commitments." Consequently, for EF Tours, all cancellations are governed by their standard cancellation policy—participants who cancel up to 116 days before departure stand to lose $220 and those who cancel up to 46 days before departure, $495. CHA returns everything except a $185 travel credit, which they hold on to until 2004. Passports' customers will lose $395, but they also receive a $100 travel voucher. Explorica's Olle Olsson says their cancellation fees, "are the lowest in the industry—in most cases $95 or $100."

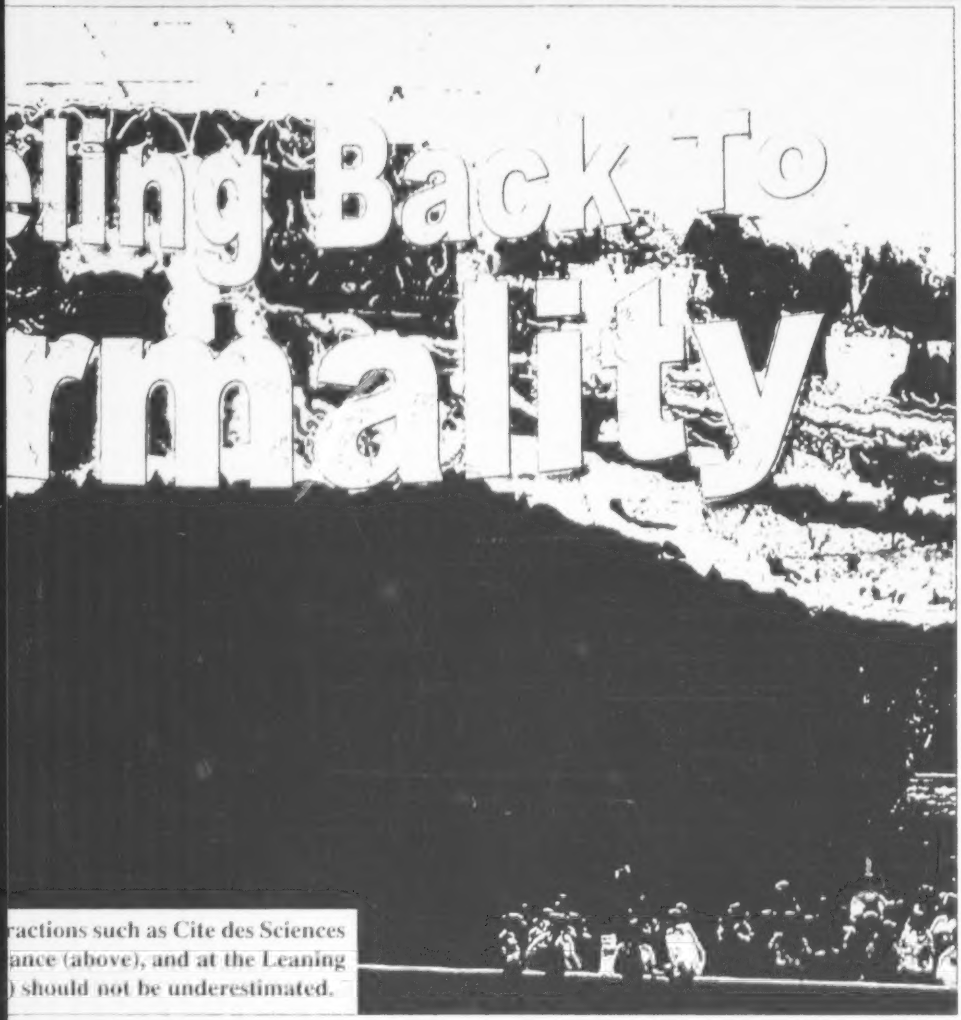
Gil Markle of Passports explained the dilemma about returning deposits. The fact that the money has already been spent he said, "Is not fully appreciated by administrators or families who want out—despite a contract that they agreed to, read carefully, and countersigned."

As for helping his customers in other ways, Markle added, "We are prepared to be as flexible as we can without submitting ourselves to serious corporate injury." Post-September 11 policy changes by travel companies such as Passports have been designed to encourage travelers to delay their trips or change their destinations rather than cancel: companies have extended 2001 prices, in some cases as late as 2003; applied sums already paid to deferred trips; allowed free reinstatement of a deferred trip; extended the final payment date for spring travel; created new North American destinations; and agreed to a swap agreement whereby the entire student travel industry will honor travel vouchers issued by any company.

The value of traveling to
et de l'Industrie in Paris,
Tower of Piza in Italy (in

Markle is perfectly comfortable handling his own customers—the parents with whom he has signed contracts. What concerns him is "the insinuation of school boards into these contractual relationships" and "the extent to which school boards call trips 'theirs.'" He is particularly irked by letters his company has received from school boards or instigated by them demanding full refunds in light of safety concerns. Many of the letters also included threatening language about limiting future business with the company or initiating legal actions.

Most student trips, explained Markle, begin with a teacher eliciting informal approval for a trip—a nod—from the principal. She informs the principal, for example, that she will travel with six kids to Paris during spring break and that she will be organizing the trip in school. The principal gives her



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) should not be underestimated.

"The Supreme Court has repeatedly recognized that the right to travel is protected under the Fifth Amendment as a liberty interest that cannot be denied without due process of law."

the go ahead, and then the families—not the teacher or the school—contract to pay certain amounts of money by certain dates so that the company can purchase necessary services.

Markle also acknowledged up front that in some cases "there is formal school board sponsorship, and everyone agrees out front in writing [that it is a school trip], and the school pays in one check." He explained that in those cases, the school board has the right to cancel "for any good reason or for no reason at all."

For Markle, when school boards impose restrictions on trips that are teacher run and not explicitly board-sponsored, there are both civil and constitutional implications. "Insinuations of school boards into private contracts could be pursued in a court as 'an intentional interference in contractual relations between parties'," he said. With regard to constitutional issues, he added, "There is abundant case law defending the 'right to travel,' all of this rooted constitutionally in the Fifth Amendment." He cited several links on the Passports web site, one of which is to a letter written by Laura W. Murphy on July 24, 2001 on behalf of the American Civil Liberties Union, urging U.S. Representatives to end restriction of travel to Cuba. She wrote: "The Supreme Court has repeatedly recognized that the right to travel is protected under the Fifth Amendment as a liberty interest that cannot be denied without due process of law."

Whereas travel companies tend to view decisions about student travel as the purview of the parents who sign the travel contract, superintendents and school boards have felt pressed to make hard decisions in a situation of great uncertainty, claiming responsibility for both student safety and potential liability claims.

Giblin noted that in the wake of September 11, "there was a lot of anxiety, and people wanted to be close to their kids." But his decision to restrict travel grew out of the turmoil in his community caused by people's differing feelings about security and safety. In some cases, kids wanted to go on a trip, but their parents did not want them to, and in other cases, it was the kids who wanted to cancel. "There was also finger pointing," said Giblin, "people saying 'if you're not going to let your kid go, you're going to ruin the trip.'" After conversations with students, teachers, and parents, he decided to eliminate all out-of-state and international travel. "It didn't make the argument go away," he observed, "but transferred it from the families to me."

David E. Szychlinski, a member of the Franklin, Wisconsin, school board, felt that teachers were initially relieved at the decision to restrict travel completely for about a month. "After September 11," he observed, "I don't think anyone wanted to fly anyway." Dr. David P. Sklarz, superintendent of the West Hartford Public Schools, also observed that early on teachers did not feel comfortable "supervising a trip when there were unknown variables."

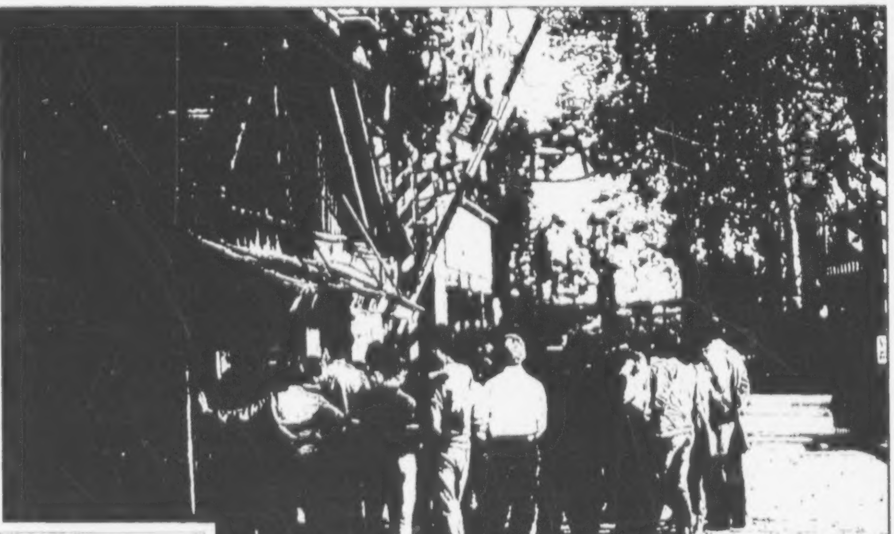
Tina Falcione of CHA saw things differently. She said, "We experienced many schools who canceled even though the students and teachers didn't want to."

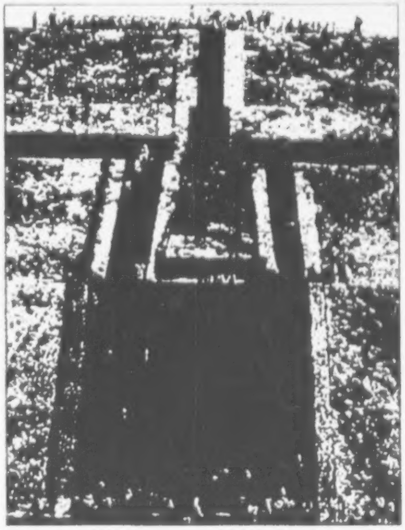
Despite Giblin's willingness to restrict trips that are clearly school sponsored, he had a far more hands-off attitude to the yearly spring-break trip to Florida organized by parents for the school baseball team. He admitted that this is a "gray area," but added, "I don't think it's in the school's best interest or purview to get into a private enterprise situation." However, if something were to happen, he said, "There could be interesting conversations."

In the matter of liability for student travel, defining what is gray versus black and white is not always easy. Szychlinski admitted that "some people were very upset" about the travel restrictions enacted by the Franklin school board. "They thought we were over-reacting, that we should allow the parents to make the decision and not make it for them." But Szychlinski disagreed. In his view, if a teacher recruited students from her German class, for instance,

contined p 30

Lessons learned from visiting Auschwitz (right) and the Pyramid of the Sun (below) cannot be emulated in the classroom.





from p.29

"then clearly school district is on the hook."

Responding to school board fears about liability, travel companies have done what they can to assure school boards that liability rests solely with the travel companies and their insurance companies. Passports' contract, for example, states that unless tour participants are notified in writing that their tour is being sponsored by a school board or other public body, then the tour is understood not to be officially sponsored by any of these groups. Then follows language waiving school board responsibility: "I hereby and expressly waive all claims against any such groups or individuals from any events relating to or arising out of the tour." Passports also has an $11 million dollar liability insurance policy that protects all parties to the travel trips in the unlikely event that "something goes wrong." Finally, parents are urged to purchase a Travel Pak that includes trip interruption/cancellation coverage in the event of a terrorist incident.

Yet school boards remain worried about liability. Szychlinski is concerned about financial liability if flights are grounded, and students must stay abroad for an extra week. He also mentioned potential personal liability if a student is stranded abroad and misses the opportunity to take a college entrance exam. Giblin worried about students, and particularly international students, getting stuck in Canada if the United States' borders were closed.

Although Szychlinski had not consulted a lawyer, he averred that "waivers are sometimes not worth the ink they're printed with. That kind of language holds up only until someone files a lawsuit. If there's a problem, lawyers go after everyone who has a deep pocket."

Even a travel executive like Falcione responded similarly. "The country we live in is litigious. If McDonald's can get sued because someone spills coffee on their lap in the restaurant..." She didn't need to finish the sentence. But she also noted that CHA has not experienced any liability problems.

As the implications of responsibility for student travel became abruptly clear on September 11, the relative casualness of the trip approval process in some districts moved into sharper focus. Although a reevaluation of field trip policy in Princeton, NJ, had begun last year due to a concern with lost instructional time during extensive field trips abroad, the policy recommendations appear to show the effects of September 11. Princeton is tightening up the approval process for field trips to include all relevant stakeholders, from teacher to supervisor, building principal, assistant superintendent, superintendent, and finally to approval by the board of education. They have also had to add a caveat to their policy, said Dr. Jeff Graber, Assistant Superintendent, "regarding any national or world event that would cause us to administratively cancel a trip." He said that such a cancellation could be on very short notice: "It is a fact of life now."

Although the Long Beach Unified School District put no restrictions on field trips, they did make one change after September 11. The superintendent realized that there had been no real oversight of field trips, said school board member Mary Stanton, and "now he's keeping closer tabs on where they are."

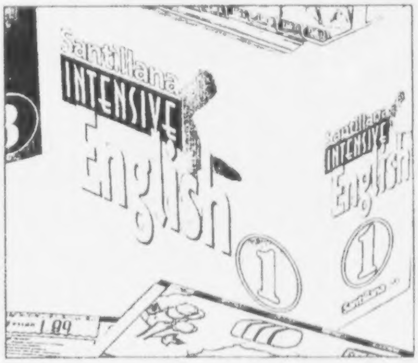
Travel companies, school boards, and superintendents are all hoping that in the 2002-2003 school year, things will be "back to normal." Yet even as airports were starting to fill up again, the U.S. Department of State issued a new public announcement on March 17, 2002 suggesting that terrorists may be seeking softer targets, including "facilities where Americans are generally known to congregate or visit, such as clubs, restaurants, places of worship, schools or outdoor recreation events."

Yet the travel companies remain relatively upbeat. With many people booking for 2003, Falcione said, "We feel that the future is brighter and that 2003 will be a pretty normal year." Olsson has seen a shift in interest to different destinations and hopes in 2003 to see the effects of pent-up demand for those students who chose not to travel in 2002.

As time passes, school boards are also making a concerted effort to return to business as usual, yet there may be some changes. Sklarz will be weighing world experiences, the schools' experiences with students and their feelings, and advisors' feelings about whether they are willing to take responsibility for taking 100 students to Europe or 250 to Washington, D.C. Giblin foresees a "case-by-case" review of travel plans, a more careful assessment of educational purpose, and "maybe a little more tightening up."

But given how painful it was for Giblin to restrict travel and how important it is to him "on a personal and a professional level," he concluded, "I hope as a nation we can get beyond this." ■

"Responding to school board fears about liability, travel companies have done what they can to assure school boards that liability rests solely with the travel companies and their insurance companies."



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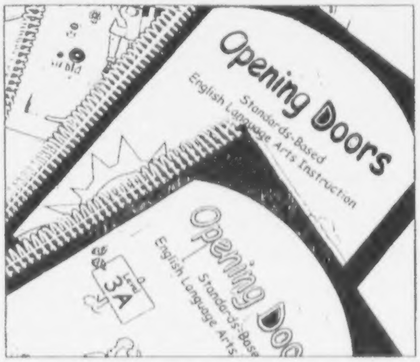

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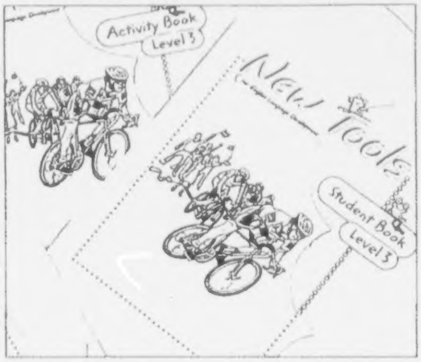

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Television star Dule Hill from NBC's *West Wing* prepares to do a live interview for stations across the United States.

Adding "Literacy" to the Media

Arnie Cooper explores the practical use of examples from the media in the ESL Classroom.

Both ESL theory and classroom practice point to an understanding of the target culture as a necessary element in second language learners' ability to master English. In the US, nothing offers a clearer window into our culture than the media. From Hollywood's entertainment and music industry to AOL/Time Warner's CNN, America's pervasive media not only reflects our value system but also influences our society on many levels.

In so doing, it provides an excellent springboard for a broad spectrum of skill building activities for English language learners. Indeed, many ESL publishers have seized upon this notion by incorporating authentic materials from newspapers, magazines and other media sources. All of this, of course, has been enhanced by the proliferation of the Internet. Now with a couple of clicks, teachers can challenge their students with the latest news article or video clip from a vast array of sources in this country and abroad.

Clearly, using news reports, movies, TV documentaries or radio talk shows can give students a deeper understanding of U.S. perspectives and lifestyles. And certainly the field of advertising provides a rich forum for further cultural explorations. But is it enough to simply use examples from the media to explore American values?

The answer may lie in a burgeoning new discipline blossoming in high schools and universities throughout the United States. Known as Media Literacy, this fast growing field can also be tapped into by ESL practitioners wishing to develop curricula and lessons for second language learners.

What is Media Literacy?

To get a clearer understanding of media literacy, I spoke to Elizabeth Thoman, founder and president of the Center for Media Literacy. Thoman, who has worked in this field for over twenty years, defines media literacy as "the ability to interpret and create personal meaning from the hundreds, even thousands of verbal and visual symbols we take in everyday through television, radio, computers, newspapers and magazines, and

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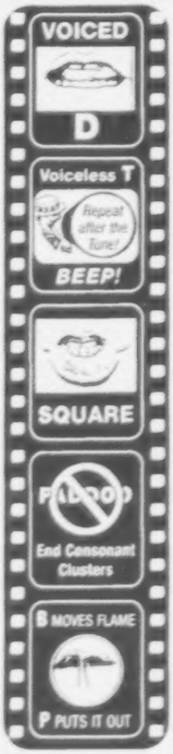
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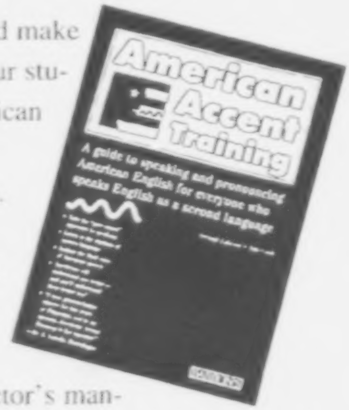
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of course advertising." Says, Thoman, "It's the ability to choose and select, the ability to challenge and question, the ability to be conscious about what's going on around you and not be passive and therefore, vulnerable."

In the old days of four or five TV stations broadcasting just part of the day, people got most of their information through books. The focus was, therefore, on learning to read or literacy. Now, thanks to cable television, satellite networks and video streaming on the web, viewers are bombarded by a blinding array of verbal and visual messages. Indeed, a simple calculation reveals that the typical teenager who watches four hours of TV a day also views over 30,000 commercials a year. This has created an urgent need to become literate about the media. Indeed, as Ernest Boyer, former president of the Carnegie Foundation for the Advancement of Teaching states: "It is no longer enough to simply read and write. Students must also become literate in the understanding of visual images. Our children must learn how to spot a stereotype, isolate a social cliché, and distinguish facts from propaganda, analysis from banter and important news from coverage."

Never in human history has so much information been so easily accessible. But today's bottomless pit of media programming is a double-edged sword for educators. On one hand, we enjoy a wealth of resources at our fingertips. Unfortunately, however, using them in the classroom can be a daunting experience, especially when combined with the task of making this information understandable to foreign speakers. No doubt virtually every international student who comes to the U.S. now has access to hundreds of TV channels, thousands of newspapers and magazines on every conceivable topic. While this abundance of information creates a host of language learning opportunities, it has become harder for ESL learners to discriminate.

Says Thoman, "International students don't have the commercial underpinning or consumer driven culture we have. They don't understand the tradeoffs involved with media." Thoman points out that foreign students need critical skills to see through the images of American culture. "Since people use the media to learn a language, they swallow the value system," she says. That's more than enough reason to use a media studies approach with these learners.

So beyond helping international students master the basics, media literacy enhances critical thinking skills. And, since thinking in English is a crucial component of English learning, what better way to foster this than by having students reflect on how, for example, an ad for the latest automobile misleads or even manipulates its target market. Later, I'll provide more examples of some media literacy inspired activities. But first, let's trace the development of media literacy.

A Brief History

Back in the 1950s, when the media was still in its infancy, the messages sent out were straightforward. Even commercials, now the realm of psychological surveys, were largely a "what you see is what you get" phenomenon. Just compare a car advertisement today to one from five decades ago to see just how the media has evolved. Indeed its evolution has been accompanied by an increasing sophistication, as the public too has become more discerning.

Of course, media literacy did not spring up immediately. There was a lag time of about twenty years. Says Gary Ferrington, Director of the Media Literacy Online Project, it was during the 1970's that Media Literacy began as an educational practice. "During that decade, educators recognized that non-print media employed unique visual and aural language frameworks to encoded information. The ability to read the "text" of a motion picture, television program, advertisement, or photograph, for example, became important in an in expanding definition of literacy."

Unfortunately, by the 1980's, economic and political changes moved media literacy programs to the back burner in this country. At the same, Ferrington notes, media education programs expanded in other countries such as England, Scotland, Norway, Canada, and Australia.

Now as we clear the threshold into the 21st century, things are changing—and quickly. Thoman says there's been an exponential rise in interest in media literacy dur-

"ESL practitioners must empower learners to sift through the endless messages these media offer. In so doing, students will become better learners and speakers of English."

ing the past two years. She attributes this to the growth of the Internet as well as news events such as the 2000 presidential election, the Columbine massacre and the Clinton scandal.

And while ESL programs have been slow to follow, it is no less critical for second language learners to grasp these concepts. Marni Baker Stein is the coordinator of distributed learning at the University of Pennsylvania's English Language Programs. She believes a media literacy approach allows instructors to situate their instruction within the larger social and cultural structures to which they belong. "This is far more effective and authentic than traditional media approaches," she says.

Indeed, ESL practitioners must empower learners to sift through the endless messages these media offer. In so doing, students will become better learners and speakers of English. They'll also become more informed citizens—of no matter what country they call home. Indeed, with so much happening in the world today, the use of the media has become especially relevant to students' lives.

Activities for the Classroom

Whether instructors choose to teach media literacy explicitly will clearly depend on th level and sophistication of their learners Low level students struggling to understan a simple text would be overwhelmed an distracted by explicit training in media literacy concepts. Still, a teacher of such student can use a media literacy framework t inform their teaching. For example, th instructor might have learners look at a simple print or TV ad to distinguish betwee "fact" and "opinion". Another task for lo level learners could involve comparing th headlines describing a particular news even from various newspapers around the country. Of course, with advanced students more direct approach can be taken. In m Media Literacy Class at UCSB International Programs, I usually begin wit a questionnaire to help students explor their perceptions about the media (see sidebar). Other activities include doing co

continued p.

Student Literacy Questionnaire

The purpose of this questionnaire is to get your students thinking about the media and its influence on them and on society in general. Ask them to answer the following questions as honestly and completely as possible.

1. What does media literacy mean to you? How do you think studying this topic can help you improve your English?

2. Please describe the different kinds of media. Which one is the most powerful? Why?

3. The average U.S. teenager watches about four hours of television every day? What do you think is the impact of this? Disadvantages? Advantages? How much television do you watch?

4. Who or what controls the media in your country? In the U.S.? Is this good or bad? Please explain.

5. Briefly, compare the media in your country to the media in the U.S. How are they similar/different? Why do you think this is the case?

6. Now invent your own question about the media and answer it.

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trastive analyses of specific news events by examining how different newspapers cover the same story. We also investigate how media "filters", such as corporate, advertising and political concerns impact the type of news items highlighted by different media outlets. Another particularly empowering activity involves having learners read letters to the editor from the local newspaper. Later, students write their own letters. Usually two or three get published, demonstrating to students, firsthand, the power of the written word. A trip to the local television station to watch a live newscast is especially enlightening as learners see for themselves how the news appears from inside a studio.

One other activity involves visiting the local bookstore to find articles in alternative magazines and present them to the class. Naturally, access to a computer lab is helpful. There, students can develop both their media literacy and listening skills by downloading audio and video clips. (See Web Resources for more information.)

Final Thoughts

This is just a sampling of how a media literacy approach can inform one's pedagogy. There's no limit to the kinds of activities that can be created. But as with any new discipline, educators will benefit from educating themselves first. The Media Literacy Organizations included in this article provide a good starting point.

No doubt, a media literacy perspective can bring one's teaching to a whole new level. But it's critical to stay focused. This approach should not be used as an excuse to bash the media. And more importantly, instructors need to understand that for everyone involved media studies should be ongoing. As Thoman says, "Media literacy is not so much a finite body of knowledge but rather a skill, a process, a way of thinking that, like reading comprehension, is always evolving." ■

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Internet Resources

Here are some resources useful for both educators and their students.

Media Literacy Organizations

- Alliance for a Media Literate America (AMLA)
  http://www.AMLAinfo.org/
- Center for Media Literacy
  www.medialit.org/
- Media Literacy Online Project
  http://interact.uoregon.edu/MediaLit/HomePage
- Media Awareness Network
  www.media-awareness.ca/eng/

News, including links to other relevant web sites

- Common Dreams
  www.commondreams.org/
- FAIR (Fairness and Accuracy in Reporting)
  www.fair.org

Advertising

- Advertising World
  http://advertising.utexas.edu/world/index.html
- Ad Review
  www.adreview.com
- Adbusters Magazine
  www.adbusters.org

Audio/Video

- Counterspin
  www.fair.org/counterspin/index.html
- PBS
  www.pbs.org

IN LOVE DAILY

Portuguese in 10 Minutes A Day
Kristine K. Kershul
Bilingual Books, Inc. 2000. $17.95

I HAD JUST arrived in Rio and was sitting in a restaurant after a long day of travel. It was a full house and the weekend was just beginning. There was something magical about that buzz in the background. It was at that moment that my love affair with Portuguese began.

It was an unrequited affair for some time. I began my quest for a language guide as soon as I got back. Much to my surprise I could only find a tattered academic phrase book. It was dry, boring, and obsessed with grammar. In short it was like most language instruction books.

I have endured bad flash cards, bad tapes, and a remarkably boring university class. If it were not for the waiters and taxi drivers I found on my frequent trips to Brazil, my love for Portuguese would have been forever elusive.

But learners might it easier if they pick up Portuguese in 10 Minutes A Day. It's smart, practical, and I wanted it 10 years ago. It will take you from basic sounds to basic greetings and then to more complex commands and requests. These lessons are not messing around—they will actually take you about 10 minutes or less to complete.

In addition to the lessons and the glossary there are a set of flash cards. These follow the lessons and you may punch them out as you proceed through the lessons. To help you with your recall of the basics there are sticky labels for your daily encounters with your coffee mug or telephone. The labels stay put and are easily removed.

Finally, this arsenal of smarts comes with laminated pocket size cards divided into the "essentials" of the language. These are bilingual and have excellent phonetic prompts as well. These should prove less cumbersome than a phrase book and will get you through most situations.

A tear out menu covers most of the basics and will be invaluable in non-tourist areas. In fact the only thing lacking here is an audio CD.

Get the picture? This is the best money you can spend to get a foundation in Portuguese or any of the other 10 languages in this series. So set aside a little time and learn to love a new language. ■

Jonathon Mills is an advertising executive based in Los Angeles, California

A CLUB WORTH JOINING

JOIN THE CLUB
Books (Vol. 1 & 2) Audio Programs (CD or cassette). Lisa Naylor
McGraw-Hill/Contemporary
2002, New York, NY

THE PURPOSE OF these study workbooks is to close the gap for the English language student between classroom English language and spoken slang phrases or "authentic English". Volumes 1 and 2 offer about 250 common phrases and expressions. Colloquialisms like "neat", "cool" and "keep your fingers crossed" have been chosen for their saliency due to the frequency in which they occur in every day life. Eventually (in Volume 2) the student graduates to phrases like "the ball's in your court" and "knock on wood" that also have specific cultural and idiomatic significance.

I especially like these workbooks. The teachers' guide is clear and includes full explanations for in-class and out-of-class use, various definitions for every expression and word in the Index/Glossary. There are almost too many integrated listening, speaking, reading, and writing interactive activities to choose from.

As an experiment, I tried some of the exercises on a Russian ESL student named Yuri. We went through some of the activities listed in the books and I found it was an easy way to introduce several contexts for these words and phrases in a manner he could understand quickly. Before we began he explained to me that he was having trouble understanding most Americans when listening to a conversation because of the slang or "idiomatic" nature of expressions. After we went through some of the exercises and he had the opportunity to study a short while on his own, he was so excited about his progress that it was impossible to get him to stop using phrases like "easy come, easy go" or "back in a flash".

The books are useful and easy for students as a group to learn because many of the activities are group oriented which gives students the opportunity to use the phrases and words in many different contexts, allowing each the opportunity to learn the logic behind them. Don't worry though, the books include strategies for grouping and re-grouping in addition to thorough pronunciation and grammar reinforcement strategies.

The expressions in some cases seem a bit outdated and definitely have a wholesome appeal to all age groups. For the most part, phrases and words chosen have a timeless quality and are used in most regional areas in America.

So a warning to all you ESL teachers. Once you introduce the Join The Club series they will be able to tell you in plain English that instead of studying for the test, they decided to "goof off" and "blow it" or that they were "swamped" and did not have time to "hit the books". Enjoy. ■

Alan Kirkpatrick teaches ESL in Newark, New Jersey

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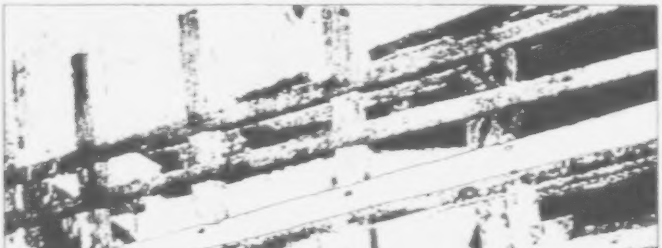
Speaking

Renée Blake explores the cool heritage of the Caribbean English dialect.

Global appreciation of music originating from the West Indies has contributed greatly to the world's familiarity with Caribbean English. This recognition began in the 1950s, with Harry Belafonte and his calypso hit, the *Banana Boat Song* and extended in the 70s with the explosion of Bob Marley's reggae tunes on to the pop scene. In 2001, the best-selling CD in the U.S. was the mellifluous *Hotshot*, by the Jamaican-American artist, Shaggy who refers to his artistic style in which he combines his Jamaican-accented voice with a fusion of reggae, jazz, rhythm and blues, and pop music as "dog-a-muffin."

The spoken word of the West Indians is a clear example of how language is used to mark or identify a people. In the U.S., their rhythmic and lilting singsong accents connote an easy-going and luminous charm. This was no more evident than at the opening of the 2002 Winter Olympics in Utah when newscaster Katie Couric introduced the Jamaican delegation with an exuberant, "Yes mon!" reminding viewers of the motion picture hit, *Cool Runnings*, which endeared American audiences to the Jamaican bobsled team.



The West Indies is comprised of highly oral societies. Many oral traditions are found on the islands with ritualized speech styles and linguistic performances, be it at the church pulpit, in literary dialogue, everyday conversation and songs or at entertainment venues. A combination of creativity, eloquent diction, originality, quick wit, or elaborate grammar, reward speakers with, "But yah talkin' gud," "Oh gawd nah mon, soundin' sweet," "Tell it!" or "Teach!" "Sweet talking" (i.e., using flattering words to persuade or pacify). Extemporaneous oratory is steeped in folkloric tradition as it exploits the local vernacular language. This is evident in the Shaggy hit, *Angel*, [see p.42].

Caribbean English: A Little History

While the predominant present-day stereotype of West Indians in the U.S. may be that of laid back, fun-loving people, this view hides the multiple dimensions that exist within the people and their language. The disquieting history of the Caribbean is reflected in the languages spoken by the inheritors of a colonial past. Five hundred years ago Columbus arrived at Caribbean shores, most of them populated with societies of Carib and Arawak Indians. His encounters marked the beginning of European exploitation of indigenous, enslaved and indentured peoples. Following the Spanish conquistadors were the British, Dutch, French and Portuguese in the sixteenth century.

Under colonization, the social and political structures of the Caribbean evolved around the plantation system, in which a sharp stratification existed between the owners or administrators of the land and those exploited to work it. The plantation was the breeding ground for the process of creolization, which refers to the mixing of a variety of people, their cultures and languages. Creoles arise among individuals and groups who do not share common tongues and yet need to communicate. Out of the framework of colonization in the West Indies an amalgamation arose of the language spoken by the colonialists with those who were colonized. While a Creole may sound like the European language from which it derived, it also contains many linguistic elements from the original languages of the subordinate populations. As a Creole becomes the mother tongue or native linguistic system for succeeding generations, it stabilizes into a full-fledged language.

In the Anglophone Caribbean, West Indian Creole has the sta-

Strictly Roots

Actress Jane Seymour spends time talking with local children on the island of Jamaica. A fisherman (left, inset) repairs his nets.

> "The distinctive Caribbean 'accent' gives the impression of having a singsong sort of rhythm or intonation, which results from each syllable receiving approximately the same amount of time and stress."

tus of the local vernacular, or the language of the masses, existing concomitantly with a form of English similar to British English, its European lexifier language. As national identities emerge in a post-colonial West Indies, the vernacular variety, also referred to as "dialect," "patois," "slang," or "broken English", gains in linguistic, cultural and political currency although Standard English carries institutional prestige.

Features Of Creole English

As a group, the Creoles spoken in the West Indies are referred to as Caribbean English Creole (CEC). While there is variation found among the CECs, they share many linguistic features. The most salient difference between the Standard English spoken in the Caribbean and standard British English (BrE) or American English (AmE) is the sound system. The distinctive Caribbean "accent" gives the impression of having a singsong sort of rhythm or intonation, which results from each syllable receiving approomately the same amount of time and stress. These languages, produced with syllable timing, stand in contrast to non-West Indian varieties of English, which are produced with stress timing. In stress timing, stress is prominent in different places and each syllable does not receive an equal amount of time.

Three vowels in the CEC sound system help outsiders to distinguish a Caribbean accent—the [*a*] sound in the standard AmE pronunciation of the vowel in '*box*,' the [*e*] sound in the pronunciation of '*a*' in '*scale*,' and the [*o*] sound in '*phone*.' CEC, like some varieties of British English, does not have the [*ae*] sound found in the AmE pronunciation of '*man*'; in CEC, '*man*' is pronounced as [*man*] so that it rhymes with '*Tom*'. Furthermore, in many of the CECs, the [e] and [o] sounds are pronounced in their 'pure' state as opposed to in combination with another vowel in the same syllable (diphthong). In CEC, for instance, the 'a' in '*cake*' is pronounced as [*e*], not the [*ei*] found in non-West Indian Englishes. In some CECs, if a diphthong is present, it is in reverse to the non-West Indian varieties. Thus, in some varieties of Jamaican CEC, the '*a*' in '*cake*' would be pronounced as [*ie*] rather than [*ei*] or the 'o' of 'vote' as [*uo*] rather than [*ou*].

Sound	*Standard American English Example*
[a]	'box'
[e]	'scale'
[i]	'be'
[o]	'phone'
[u]	'choose'
[ae]	'man'

Word	*CEC Pronunciation*	*Standard American English Pronunciation*
'man'	[a]	[ae]
'cake'	[e]/[ie]	[ei]
'no'	[o]/[uo]	[ou]

The most prominent consonant trait is the production of the voiced '*th*' sound in

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The Carribean island of Jamaica draws many visitors to its shores.

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"On all of the islands, there are imprints on the lexicon from West African languages like Yoruba and Twi, including *eye-water* 'tears,' *susu* 'cooperative savings plan' and *obeah* 'sorcery'."

'that' and the voiceless *'th'* sound in *'thing'* as [*t*] and [*d*], respectively. In *Angel*, we see many examples of the voiced *'th'* as [*d*] in words like *this/dis, there/dere, them/dem,* and *the/de.* Another consonantal feature is the pronunciation of *'ing'* as *'in'* in words like *lookin'* and *givin'*. Consonant clusters at the ends of words are also reduced to one consonant; in *Angel* this is apparent in *and/an'*, *around/aroun'* and *world/worl'*. Another noticeable feature of the CEC varieties is the [*y*] sound after [*k*] and [*g*] (e.g., *can/kyan, garden/gyarden*). A feature specific to Jamaican Creole is the loss and insertion of [*h*], such that you can get *it* for *hit*.

Prominent grammatical features include generalization of the pronominal system where the same form of the pronoun can be used for the subject, object and possessive, as seen in the *Angel* lyric *"Me not givin' (h)er attention."* In this same sentence, there is another key feature of CEC, the uninflected verb, or absence of the verb be. Unmarking is also extended to past tense (*we ate/we eat*), as well as third person singular pronouns (she likes it so/she like it so). In CEC, *dem* is used instead of a plural marking on a noun, even in cases where it may not be marked in English (*"Dis one dedicated to all a you dem who out dere"*). Finally, CEC has an elaborate verbal system and uses particles to mark the verb (*"Lookin' back Shorty always a mention"*).

While much of the CEC vocabulary is attributed to English, other influences are present depending upon the colonial history of a given island. On all of the islands, there are imprints on the lexicon from West African languages like Yoruba and Twi, including *eye-water* 'tears,' *susu* 'cooperative savings plan' and *obeah* 'sorcery.' Other influences can be found on various islands from French, Spanish, and Indic as well as often overlooked Amerindian survivals (such as *canoe, papaya* and *mauby*).

Across the CECs there are also a variety of words used for the same referent (e.g., a susu in Dominica, Grenada, St. Lucia, St. Vincent and Trinidad is a box in Guyana, a pardner in Jamaica and a syndicate in Belize).

West Indians In The U.S.

Since the 1900s, New York City has been the magnet for the majority of West Indians coming to the U.S. in search of a "better life." Today, West Indians as a whole are the largest immigrant group in the city, comprising approximately eight percent of the population. With the largest groups coming from Jamaica, Guyana, Barbados and Trinidad, there is a growing pan-Caribbean influence on U.S. politics, economic structure, as well as cultural and linguistic constitution. West Indian communities are largely transnational in nature, with continuous movement between the U.S. and native Caribbean homelands. As a result, there has been a strong American impact on the "home" societies.

The West Indies and the United States share colonial trajectories. Therefore, it should be no surprise that overlap exists

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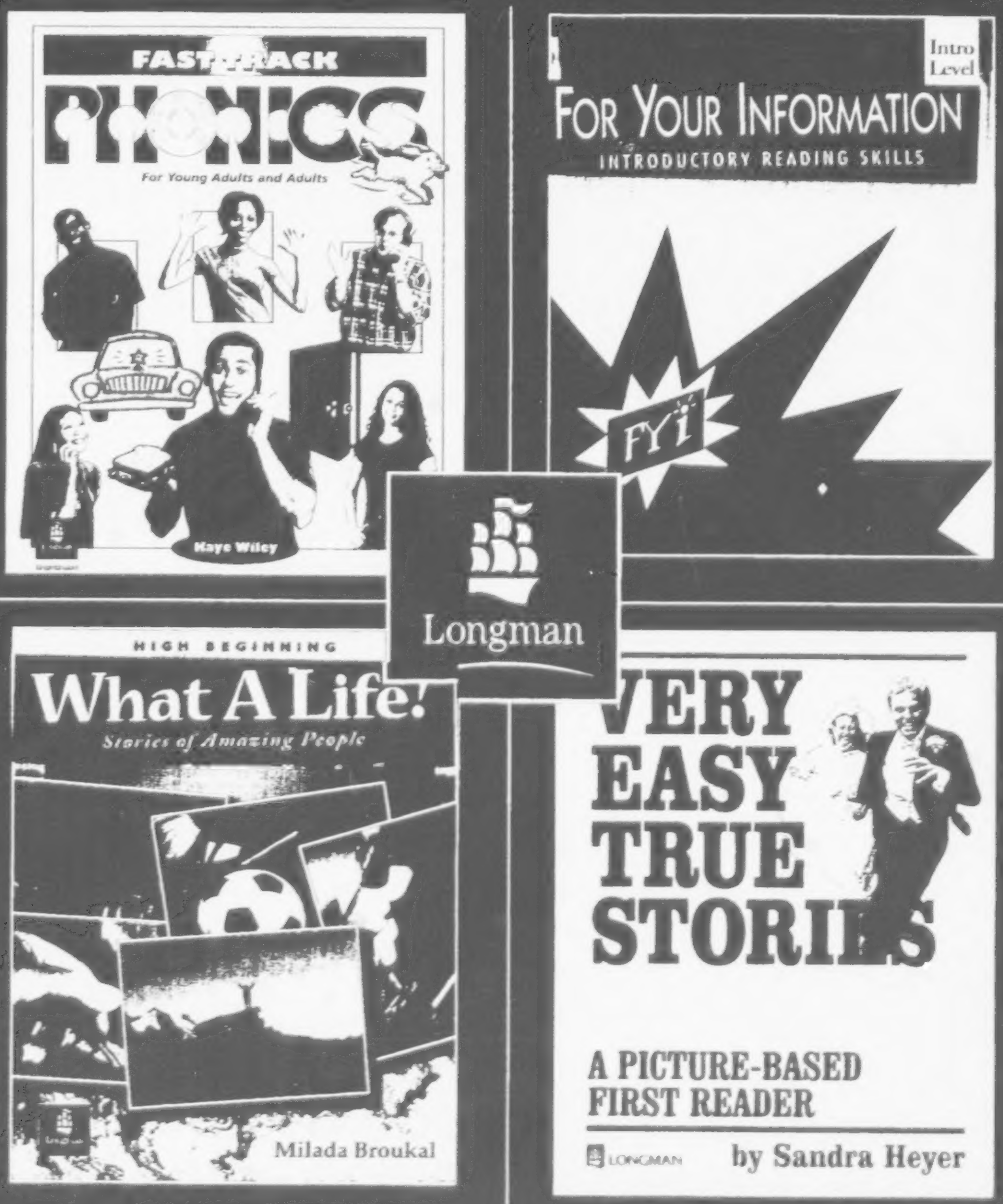
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Sunset on the beautiful island of Jamaica.

> "Such exchanges will continue to reap rich and colorful rewards for the mosaic of the nation's sociocultural and linguistic landscape."

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between Caribbean English Creole and African American Vernacular English. Nonetheless, just as there are sociocultural distinctions between blacks in the Caribbean and blacks in the U.S., there are also linguistic differences. The superficial similarities between CEC and English may lead educators to place West Indian immigrant schoolchildren in mainstream classes. While children who are highly educated and adept at standard English (albeit with Creole pronunciation) excel in mainstream classes, most are CEC speakers needing some degree of educational assistance. This is an area of growing concern for educators in the U.S.—sensitivity is needed as these students believe that they are speakers of something close to standard English.

If past and present are any indication, the trend toward mass West Indian migration to this country will continue for years to come. It is clear that contact between West Indians and others in the U.S. fosters multidirectional influences. We may also safely assume that such exchanges will continue to reap rich and colorful rewards for the mosaic of the nation's sociocultural and linguistic landscape, and it may just sound that much sweeter for it. ■

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Angel (by Shaggy with Rayvon)

Now, dis one dedicated to all a you dem who out dere.
An' wan' fi say nice tings to dem girls.
Treat (h)er like diamonds an' pearls.
Dedicated to all de girls aroun' de worl'.
An' dis is Rayvon an' Shaggy wid de combination whi(ch) cyan' miss
Flip dis one 'pon yah musical disk, well
Chorus: *Girl, you're my angel, you're my darling angel. Closer than my peeps you are to me, baby [Tell (h)er]. Shorty, you're my angel, you're my darling angel*
Girl you're my frien' when I'm in need, lady

Life is one big party when you're still young
But who's gonna have yah back when it's all done
It's all good when yah little, you have p(y)ure fun
Can't be a fool, son, what about de long run
Lookin' back Shorty always a mention
Say me not givin' (h)er much attention
She was dere through my incarceration
I wanna show de nation my appreciation

Barry Bakin introduces the next generation of language classrooms.

Say Hello to the Hybrid Classroom

The availability of wireless laptop computer networks provides an opportunity for schools to create a new type of classroom environment incorporating technology. Several manufacturers now offer "laptop carts" which consist of anywhere from ten to twenty-five laptops and a wireless network server on a secure, mobile cart. The addition of a network compatible printer creates a complete stand-alone computer network that can be moved into any classroom with table space.

An LCD projector and portable screen complete the package. The entire setup is portable enough to be transported in a cargo van to remote or branch locations. Pacoima Skills Center, part of the adult division of Los Angeles Unified School District, is one of several adult schools in the LAUSD that have obtained laptop carts. One cart at Pacoima Skills Center will be dedicated to the various branch locations and one will be available to on-campus classes. The on-campus cart is housed in an existing ESL classroom with 17 desktop computers placed around the perimeter of the room. The center of the room features traditional student tables. This "hybrid" computer lab/traditional classroom could perhaps be seen as a prototype for the ESL (or other language) classroom of the future because of the tremendous flexibility it provides to the instructor or school that wants to truly integrate computers into the language-learning curriculum.

The main advantage of the "hybrid" classroom is its flexibility. Traditional language classroom activities such as bookwork or conversation practice take place at the student tables as they have for generations. Individuals or small groups of stu-

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dents working on projects or wanting to use computer-based language software programs for grammar, listening or pronunciation practice can work at the desktop computers with a simple change of seats. When the instructor wants the whole group to work at computers on a single task, or on multiple tasks at the same time, additional laptops can be placed on the tables so that every student can work at a computer. When the activity is over, the laptops are returned to their storage cart and the room is once again a traditional language-learning classroom.

Schools thinking about installing a traditional computer lab for language practice in which students and classes rotate into the lab on a regular basis might consider this new model. Some of the issues to consider are:

- Which model of technology does the school feel is most appropriate—a lab-centered model where students leave their classrooms and use the computers only at certain times or periods, or a classroom-centered approach where the computers are in the classroom at all times and the teachers are more able to integrate their usage on a daily basis into the regular activities of the class?
- Cost of wireless laptop carts vs. a traditional "hardwired" network in a lab and desktop computers—even though the prices of laptop computers have dropped significantly in recent years, they are still much more expensive per unit than desktop computers. There is however, a tremendous cost savings in not having to install a wired network. The professional installation of a wired network including electrical outlets, running wire through ceilings, and other typical installation tasks can cost tens of thousands of dollars as well (possibly more than the computers themselves).

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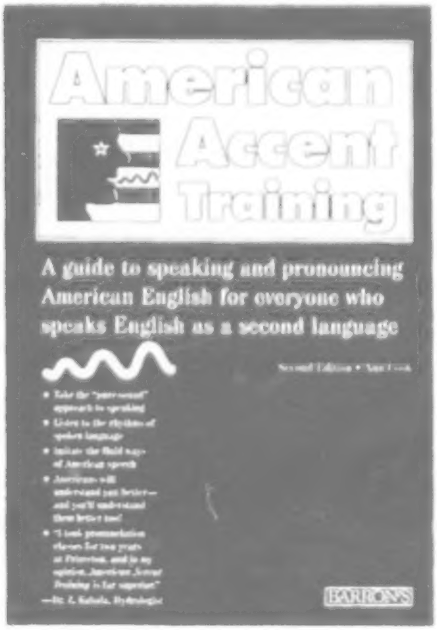
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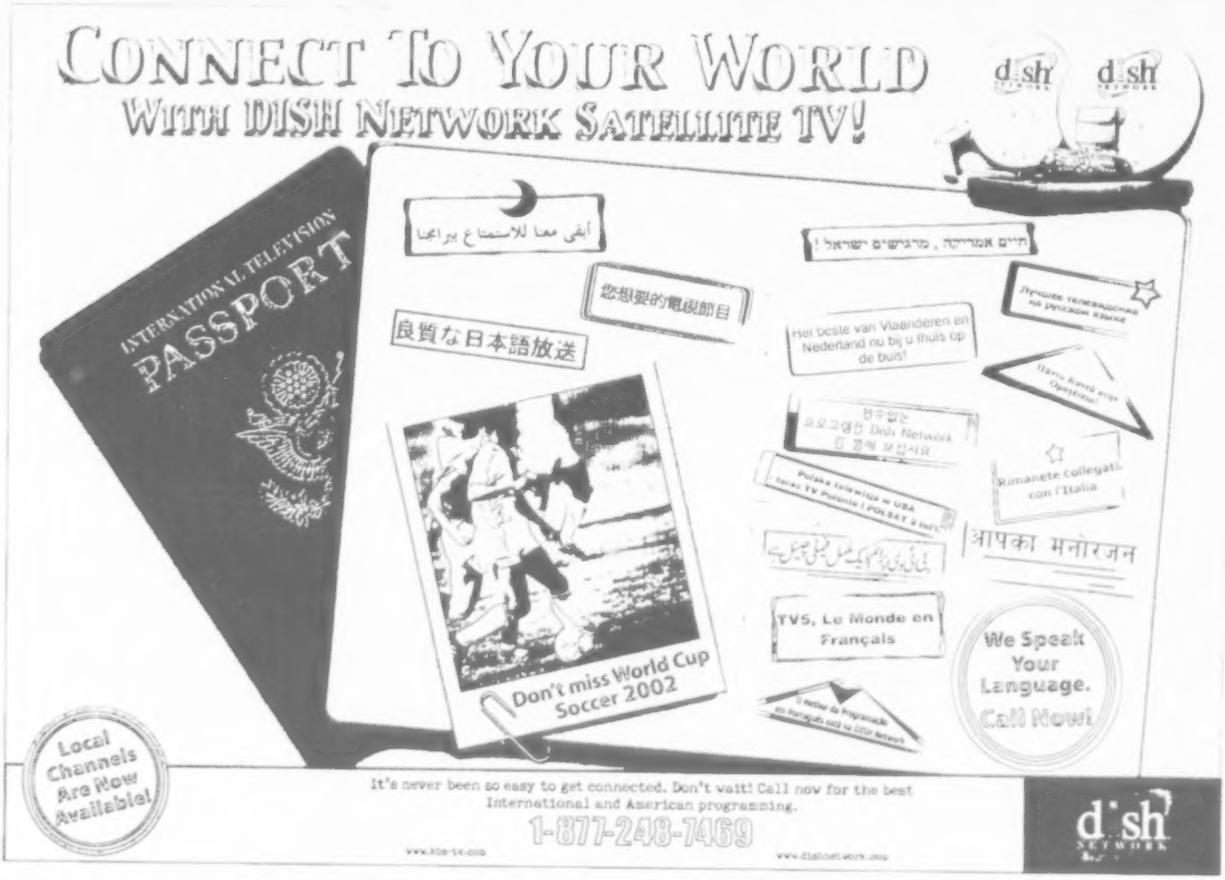

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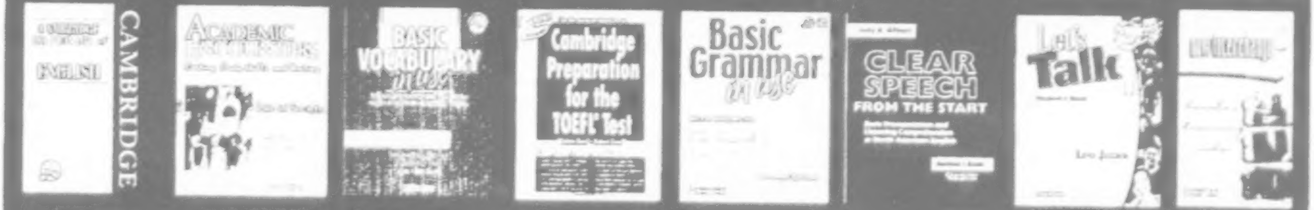

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- Training and implementation—a lab-centered approach lends itself to a model of implementation in which a primary instructor or teaching assistant is responsible for the equipment, setup, and usage of the computers. Other instructors can then make use of the lab but are not necessarily required to have complete technical skills in order to do so. They just need to know what project or activity they would like their students to work on and how it fits into the curriculum. The lab instructor or teaching assistant then assists the students in completing the project or activity. In the hybrid-classroom, the individual instructor needs to be technically competent as well. Schools which do not have desktop computers in the classrooms but just move a laptop cart from classroom to classroom could also use the "primary instructor or teaching assistant" model and have the designated instructor or assistant move into the classrooms along with the cart.
- Ease of use—some aspects of laptop usage are different than that of desktops, in particular keyboard and mouse arrangement. The keyboards are smaller than those of regular desktops and most laptops feature "mouse pads" or other non-conventional "mice". While some users might not find these items to be difficult to use, older users or extremely young users might have difficulty adjusting to them. It might be necessary to consider purchasing external mice for those users.
- Network technical capabilities—the data transmission capabilities of wireless networks, while sufficient for most usages, are less than that of wired networks. Applications which are high on video content, as much language software is, might not run smoothly over a wireless network when multiple users are connected. For such programs, it might be necessary to have an individual CD for each laptop instead of a network version.
- Internet Access—if Internet use is to be a part of the curriculum, each classroom into which a laptop cart is to be brought would have to have an Internet connection. In a lab-centered approach, only the lab needs the connection.
- Security—laptops are by definition portable and easy to move around. The teacher has to be aware that the potential for loss by removal from the classroom is inherently greater than that for desktops in a lab. Lockdown systems for laptops are available but their usage could be seen to imply a lack of trust of the students by the teacher unless care is taken to demonstrate to the students that the threat of theft of the laptops doesn't come from them, but rather from outsiders who might be passing by the classroom. Another method of control would be to implement a checkout system so that the students using a particular laptop would be responsible for that laptop.

Schools deciding to implement laptop carts or "hybrid classrooms" will find that with proper planning and implementation, they offer unparalleled flexibility to the individual instructor who wants to completely integrate computer technology and computer assisted language learning into the ESL or other language curriculum.

For information from some of the manufacturers who market wireless laptop systems see: http://www.dell.com/us/en/hied/topics/products_tm_overview_wrlss_truemobile.htm

http://www.gateway.com/work/edu/promotions/mobile_options.shtml

http://www.apple.com/education/mobilecomputing/

A keyword search of wireless laptop carts on any search engine will also provide many references to institutions which are using laptop carts in some way. ■

Barry Bakin is an ESL teacher at Pacoima Skills Center in the Adult Division of the Los Angeles Unified School District

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TOO SEXIST FOR WORDS

IdioMagic (Innovative Software Enterprise) CD-ROM: $44 (Downloadable version: $34)

English language students are fascinated by idioms in the English language and enjoy using them at every possible opportunity. The creators of *IdioMagic* claim that ESL students using the software will be able to use idioms like a native speaker by learning the 500 examples offered by the program.

Designed for use at beginner, intermediate and advanced levels, each lesson in the *IdioMagic* program contains 10 idioms used in three different examples. There is also an explanation of how the idiom came into usage. At the end of each lesson there is quiz designed to test a user's knowledge of the idioms they have learned. There is also a Dictionary and Thesaurus.

Most of the idioms chosen are in general use although some such as "to make a federal case (of something)" are not heard too often these days. Some of the examples of idioms chosen by the writer are very unfortunate. To illustrate the phrase "check out" the program offers "Check out that babe, man! She's beautiful"—an example that many of my students found sexist and insulting. The choice of the phrase "If you want someone to love you, make love to him" to illustrate the idiom to "make love" says even more about the poor attitude of the writer of *IdioMagic* towards women as does the example "I jotted a note to my wife to pick me up after work and taped it to the refrigerator" and "I went through hell to give her what she wants but she's never satisfied". Other truly bizarre illustrations of idioms include:

- "get across"—"Trying to get across a mathematical equation to those students was like trying to explain birth control to a rabbit"
- "lead a dog's life"—"Anyone so poor that they have to eat dog food is leading a dog's life"
- "kill two birds with one stone" (not an idiom I would want teach to my students anyway)—"If you feed the cat you'll kill two birds with one stone—the cat will be fed and mother will be happy"
- "cramp one's style"—"The straightjacket really cramped his style"

Although it does contain some useful illustrations of idioms, too many of the examples offered are so strange and in some cases, inaccurate and even offensive, that students will be left even more confused about English idioms than when they started the program. In particular, I certainly cannot recommend *IdioMagic* to any teacher who is careful not to encourage sexist and misogynist attitudes among her or his students. ■

Norma Lasale teaches ESL in San Juan, Puerto Rico.

Language Magazine's look at what is new in the world of language learning multi-media products and services.

TOEFL Introduces Online Writing Practice

EFL STUDENTS can now practice for the writing portion of the TOEFL (Test of English as a Foreign Language) by submitting their essays to the ScoreItNow! online service (http://www.scoreitnow.org) and get immediate scoring and feedback on their work.

ScoreItNow! uses authentic retired TOEFL essay topics and is powered by e-rater, the groundbreaking automated essay scoring system developed at ETS. The e-rater scoring engine has been trained on actual essays that TOEFL essay readers have evaluated and scores an essay within seconds.

"This is yet another way that the TOEFL program and ETS are responding to non-English speaking students' desire for products and services that will assist them in practicing their English writing skills," said Marilyn Rymniak, executive director of the TOEFL Program. The service costs $10, which entitles the student to write two essays and receive an e-rater score for each.

Students will need access to a computer connected to the Internet as well as a valid credit card to order and use the service. There is no limit to how often a student can purchase access to ScoreItNow! On the official test, students are presented with a topic, but this service allows students to choose the practice topics.

Rymniak cautioned that there is no guarantee that the e-rater scores received in this service will reflect the actual scores assigned by faculty readers to the writing portion of the official TOEFL test. "While e-rater will prove very useful to students in preparing for the TOEFL exam, it is not meant to replace teachers whose experience and skills are essential to helping students improve their writing ability," said Rymniak. "After students use ScoreItNow!, they can print out their essay and feedback for discussions with their English language teachers. No one will see their essays or scores except the student, unless they choose to share them with others," she said. For further details on the e-rater technology, access the ETS website at www.ets.org/research/erater.html. ■

Bilingual Worm Threatens Computers

A NEW COMPUTER worm has been found that can e-mail itself out in either English or Japanese, depending on the native language of the recipient.

The multilingual Internet worm, called W32/Fbound.C, is spreading rapidly around the globe by infecting address books in Microsoft Outlook and automatically sending itself out to all e-mail addresses it finds.

"It's actually language aware," said Steven Sundermeier, product manager at Central Command, an antivirus software and security company in Ohio. "It is something kind of new."

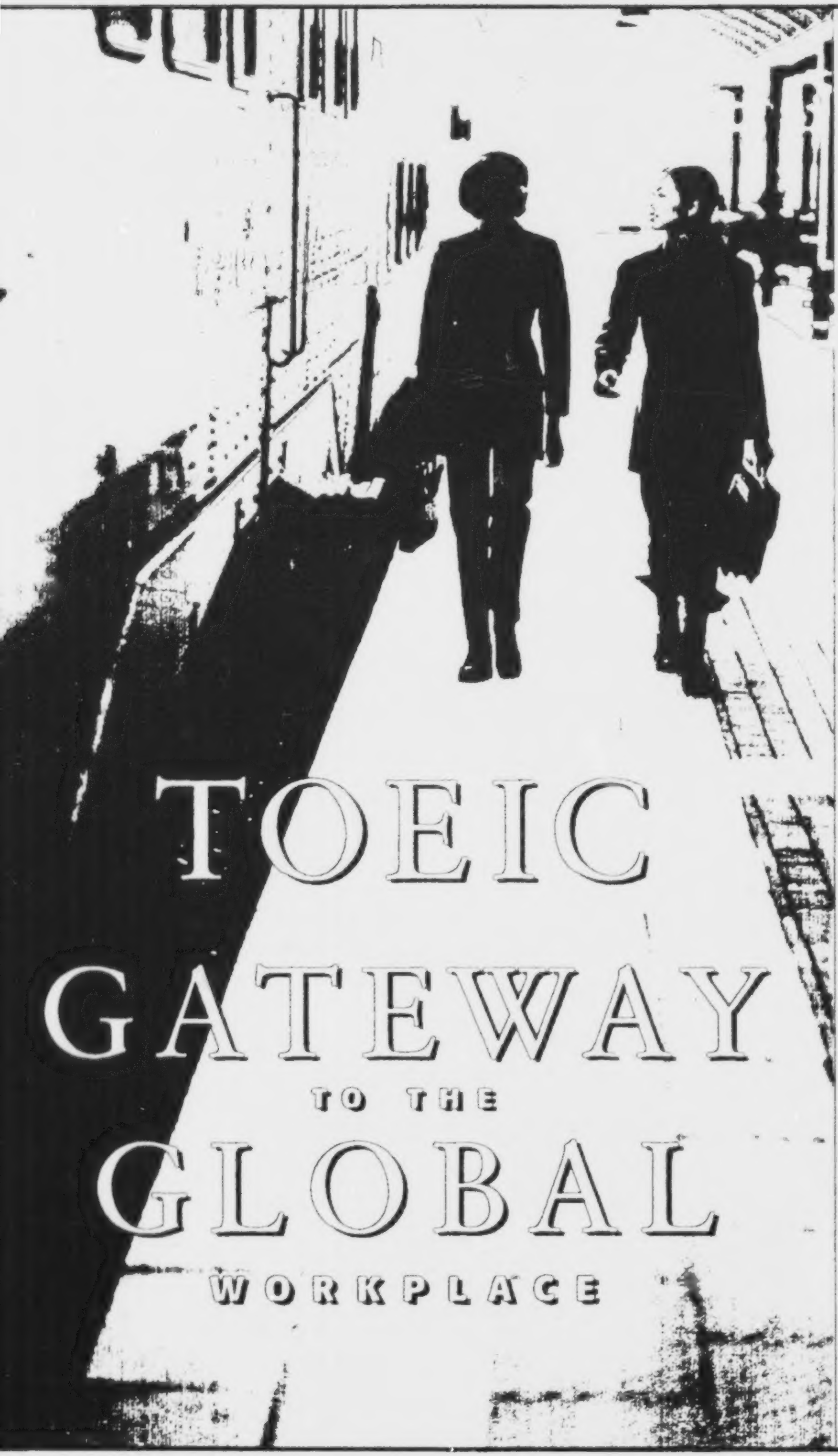
According to Sundermeier, the message sent to unsuspecting recipients includes a subject heading that says "Important" in English or in one of 16 messages in Japanese, according to Central Command's posting. Also included is a file attachment called patch.exe. If executed by the recipient, the worm launches the e-mails to Outlook address book entries. "To an unknowing English-speaking user, the attachment appeared as another security patch," Sundermeier said. The potential problem, though, is that the worm could be modified by another attacker and transformed into a destructive worm. ■

Few Hispanics Use PCs

A COMMERCE DEPARTMENT study released in February shows that as of September 2001, 71 percent of Asian-Americans and 70 percent of whites said they used computers in their homes or elsewhere. Just 56 cent of blacks and 49 percent of Hispanics said they use computers.

A finding from the study might help to explain the relatively low number of Hispanics using home computers: One in nine lives in a household in which Spanish is the only language spoken.

"I think most of the people do want a computer in the home, at least one—they're scared to go to the American stores sometimes, because of language," said Gloria Paredes, owner of Latino Computers, a company in San Jose. ■



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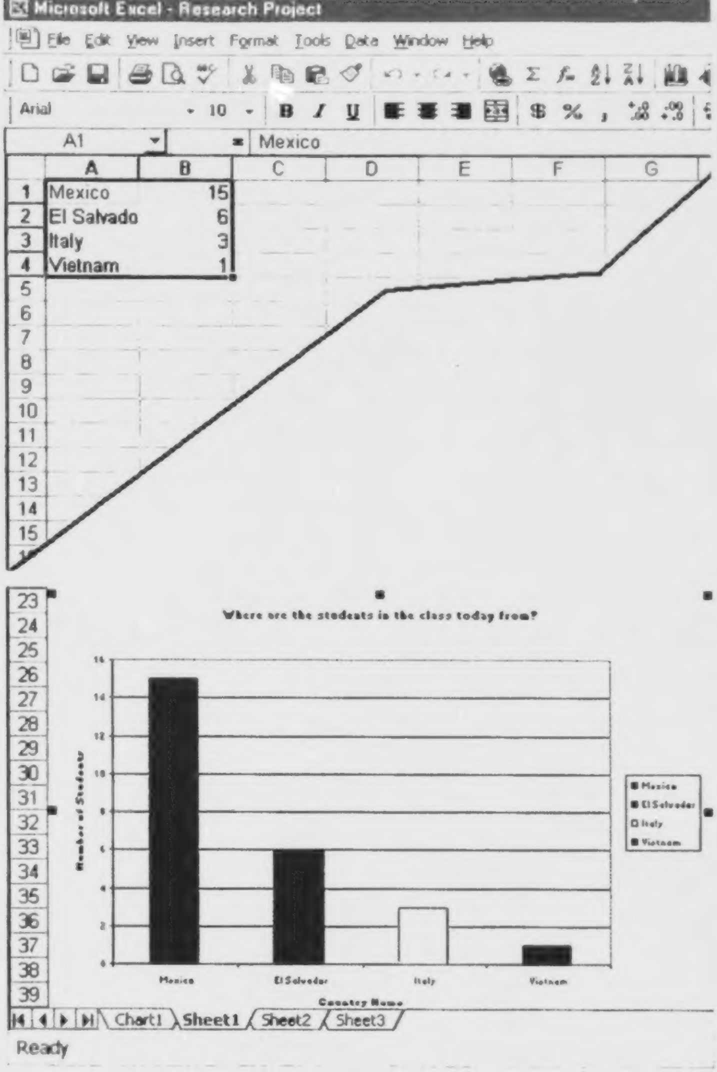
Lessons for the One-Computer Classroom

Barry Bakin's regular column focuses on activities and projects that the typical language teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/ Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.



	A	B
1	Mexico	15
2	El Salvado	6
3	Italy	3
4	Vietnam	1

Project #12 "Do Some Research; Create a Graph; Present the Results"

The 12th project is appropriate for High Beginners and Intermediate students and above. Students should have experience performing basic computer functions such as typing, clicking, deleting text and cutting and pasting. This project is especially suitable for group work but it can be done individually.

The student or group of students will use Microsoft Excel to create a bar graph illustrating data from a simple research project that they have designed. The completed graph becomes a prompt for conversation or an illustration for an oral presentation. Students should have been introduced to the concept of graphs and perhaps be familiar with interpreting data from different types of graphs.

Step 1) As with other projects in this series, preparation for this project includes creating a "model". The model for this project should look something like the illustration above. The model will be an Excel worksheet suitable for creating a simple bar graph. The students will only need to replace the model categories and data with their own in order to create the graph. (Students with more computer experience can experiment with creating their own graphs from scratch.) See below for specific instructions on creating a graph using Microsoft Excel.

Step 2) Introduce the project to the class by explaining and demonstrating the major steps of a research project: thinking of a question to be researched, deciding how the data will be collected, collecting the data, designing a graph to present the data and making a presentation of the results collected using the completed graph as an illustration. A simple question for such a demonstration that can be done quickly on the overhead projector or board is "How many students from various countries are there in class today?" This works best if the class is not too homogeneous. If most of your students are only from one or two countries, try "What are the shoe sizes worn by students in the class and how many students in class are wearing each specific shoe size?" Quickly draw on the overhead or board a simple table with shoe sizes and a space to make hash or check marks for each student. Ask each student what size shoe they are wearing and mark the results on the table. (Another simple but dramatic demonstration is to count how many students are in the classroom at five minute intervals during the first hour of class.) Demonstrate how the information can be displayed as a graph by drawing a simple graph on the overhead projector or on the board. Make the horizontal axis different shoe sizes and the vertical axis the number of students.

Step 3) Demonstrate how they can recreate the graph on the computer using Excel. Show students how to replace the information in the Excel worksheet with their own information and add extra categories as necessary. When the information has been entered create the graph as the students watch.

Step 4) After the graph is finished, summarize the results in an oral presentation of the data, using the completed graph as a prompt.

Step 5) When you are confident that the students understand the basic steps of the project, encourage the students to form small groups and think about a simple question that they can research. Ask that they let you know what the project will be so that you can give them feedback. (Check to see that the research is not too complex and can be successfully accomplished in one or two class sessions.)

Step 6) Give the students time to collect data.

Step 7) Have the students create the first version of their graph on paper.

Step 8) When a group is ready to create the graph using the computer, save the model under a new name and quickly review the procedure for the group. Check back with the group to see how they are progressing.

Step 9) Check the completed graph, print out a copy for each member of the group and another to display on the wall. (Copying the graph and inserting it into a Word document is an easy way to enlarge it to fill up a com-

continued p.52

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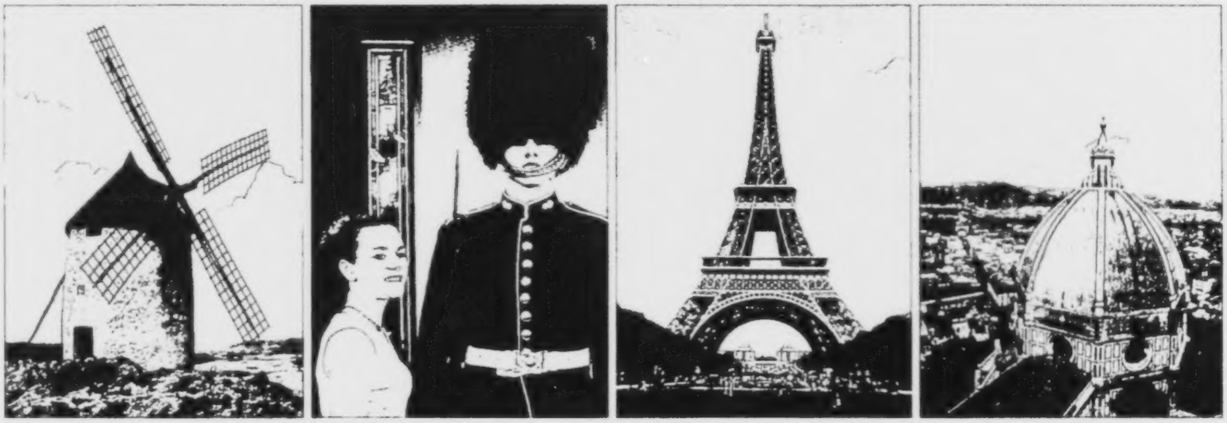

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from p 50

plete sheet of paper and add the names of the students at the bottom of the page.)

Step 10) Students use the graph as a discussion prompt in small groups or a part of a presentation in front of the whole group. Copy the graph to a PowerPoint Slide and project it for the whole class to view. The students who did the research must present the entire project to the class. This gives them the opportunity to practice professional presentation skills including proper appearance and positioning (not standing with one's back to the audience) when speaking in front of a group, answering questions about the research from the audience, transitioning from one speaker to another, using a laser pointer to highlight information on the graph as it is being spoken about and projecting one's voice so that all students in the room can hear clearly.

> "This gives them the opportunity to practice professional presentation skills including proper appearance and positioning."

Steps for creating a simple bar graph using Microsoft Excel

Step 1) Start Excel. A worksheet titled "Book 1" will appear. The worksheet consists of columns labeled with letters and rows labeled with numbers. Each space can thus be identified by a letter and a number. The first space is A1, the one next to it is A2, the one under it is B1, etc.

Step 2) Column A will become the X axis and Column B will become the Y axis. For the purposes of this explanation, the question being researched was "How many students were there from various countries in class today?" The data revealed that there were fifteen students from Mexico, six students from El Salvador, three students from Italy and one student from Vietnam. Click on space A1 and type "Mexico". Click on space B1 and type "15". Click on space A2 and type "El Salvador". Click on space B2 and type "6". Click on space A3 and type "Italy". Click on space B3 and type "3". Click on space A4 and type "Vietnam". Click on space B4 and type "1". (For more nationalities continue adding more information in subsequent rows.) When you have finished entering all of the information.

Step 3) Highlight the eight spaces you just filled in. Do this by clicking near the upper left corner of space A1 and dragging the cursor down and to the right until space B4 is highlighted in blue.

Step 3) Click on Insert/Chart or the Chart Icon to get the Chart Wizard. You can experiment with different variations here, but to keep it simple for this first project, just choose the first column chart (already highlighted) by clicking "next".

Step 4) Click "next" at step 2 of the chart wizard. At this point you should see a mini version of the graph viewable in the wizard.

Step 5) Step 3 of the chart wizard lets you fill in the name of the chart and labels for the X and Y axis. In the space labeled "Chart Title" type an appropriate title. For this example, type "Where are the students in the class today from?" In the space labeled "Category (X) axis" type "Country Name". In the space labeled "Value (Y) axis" type "Number of Students".

When you are finished with step 3, click "next".

Step 6) Step 4 of the chart wizard lets you either insert the chart in the current worksheet or as a separate worksheet. Choose as a separate worksheet and click "Finish". You should see your chart as a separate page.

Step 7) Make final adjustments to the graph before you save and print it. Click on the label "Series 1" at the right of the chart and delete it. You can change the color of any of the columns by clicking on it once (to select all of the columns) and then clicking on it again to select that individual column. Right click and choose "Format Data Point" to select a new color. You can experiment with changing other aspects of the chart by "right-clicking" on different areas to bring up formatting dialogue boxes. For example, if you right-click in the area of the Y axis, the "format axis" dialogue box will open. Among the options is being able to change the scale of the Y axis so that instead of a grid line and numbering by twos (2,4,6,8 etc.) gridlines will be designated by ones (1,2,3,4 etc.) or any other number you choose.

Step 8) You can print it at this point, or click on the graph to select the entire area, and choose "copy". You can then paste the graph into a new Word document in order to add student names or other class information easily.

After the graph has been saved, experiment with changing different components of the data and seeing how it affects the graph itself. If you click on space A1 for example and change the name of the country from Mexico to France, [click on space A1, then click in the formula bar (the space to the right of the equals sign above the letters ABCD labeling the columns) to type your changes] as soon as you click "Enter" or click on another space in the chart, you'll see the label in the chart change from "Mexico" to "France". This feature allows students to simply replace the labels and data in the model with their own information. The chart will reflect the changes. You can decide whether or not you want to have your students simply insert their data into the chart you've already created as a model or to create their own charts from the beginning. ■

Barry Bakin is an ESL Teacher at Pacoima Skills Center in the Adult Division of the Los Angeles Unified School District.

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Mark Burrows,
International Development Officer
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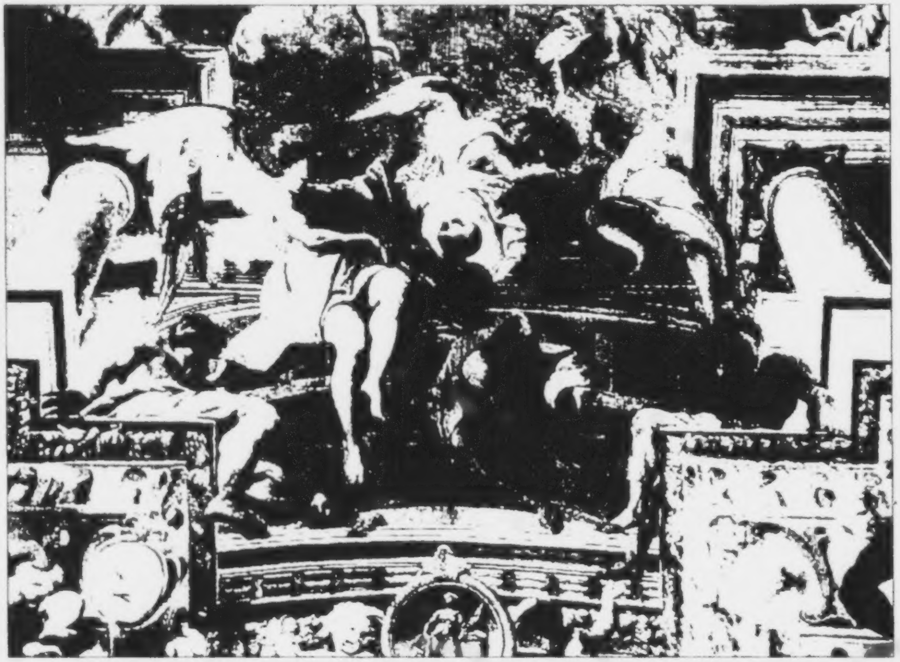
Teachers Change Lives!

One of my favorite newspaper corrections reads: "It was incorrectly reported last Friday that today is T-shirt Appreciation Day. In fact, it is actually Teacher Appreciation Day." Every day should be devoted Teacher Appreciation and made a time to recognize members of the most unheralded, labor-intensive, multi-tasking, exhausting, lowest paying, and rewarding of all professions.

Having been an Inmate in the House of Correction (a.k.a. an English teacher) for 28 years, I'm biased of course. To George Bernard Shaw's mean sneer: "He who can, does. He who cannot, teaches" I would oppose Lee Iacocca's "In a truly rational world, the best of us would be teachers, and the rest of us would do something else." I truly believe that teachers deserve the nice things people say about them:

- And gladly would he learn and gladly teach. — Geoffrey Chaucer
- No bubble is so iridescent or floats longer that one blown by a beloved teacher. — Sir William Osler
- Teaching is not a lost art, but the regard for it is a lost tradition. — Jacques Barzun
- He who opens a school door closes a prison. -- Victor Hugo
- To teach is to learn again. — Oliver Wendell Holmes
- The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. — William Arthur Ward
- Teachers, who educate children, deserve more honor than parents, who merely gave them birth; for the latter provided mere life, while the former ensure a good life. —Aristotle
- My joy in learning is partly that it enables me to teach. — Seneca
- Summer vacation: When parents suddenly realize that teachers are grossly underpaid. — Herm Albright
- A teacher affects eternity. No one can tell where his influence stops. —Henry Adams
- To me the sole hope of human salvation lies in teaching. —George Bernard Shaw (Yes, the same GBS)

Some of my favorite stories about teachers are positively heavenly:



St. Peter hears a knocking at the Gates of Heaven and calls out, "Who's there?"

"It is I," a voice responds.

"Oh no, not another English teacher," sighs St. Peter.

St. Peter welcomes the teacher into heaven and says he will show her to where she will spend eternity.

The first neighborhood is lovely. People stroll park lawns, socialize, and play golf on a beautiful course. Everyone is having a great time. The teacher asks if this is where she will live, but St. Peter says it's just for doctors. The teacher rolls her eyes and sighs.

They walk on, and the teacher sees another neighborhood that is just as beautiful—exquisite mansions, gorgeous grounds and lavish facilities. Again she inquires if this is where she will live, but St. Peter says it's for lawyers.

On through the clouds they walk and soon come to a third neighborhood. It too is lovely, with shining mansions, parks, pools and the like. St. Peter tells the teacher this will be her new home in Heaven. The teacher is thrilled, but she notices that no one is around, and all the mansions seem to be empty. She asks St. Peter where everyone is. Didn't many teachers make it to Heaven? St. Peter announces that yes, there are lots of teachers in Heaven, and they won't return until the next day. They are all in Hell attending an in-service training session.

My favorite of all teacher stories concerns one of the best-selling writers of the 20th century:

James Michener, author of *Hawaii* and *The Source*, declined a dinner invitation at the White House during the Eisenhower administration, but his explanatory letter to the president made full amends. "Dear Mr. President," wrote Michener, "I received your invitation three days after I had agreed to speak a few words at a dinner honoring the wonderful high school teacher who taught me how to write. I know you will not miss me at your dinner, but she might at hers."

Commented the understanding Ike, "In his lifetime a man lives under 15 or 16 presidents, but a really fine teacher comes into his life but rarely."

Blessed be the teachers. Amalgams of scholars, mentors, counselors, coaches, traffic controls, and baby-sitters, they march in the company of secular saints. May their tribe thrive and multiply. ■

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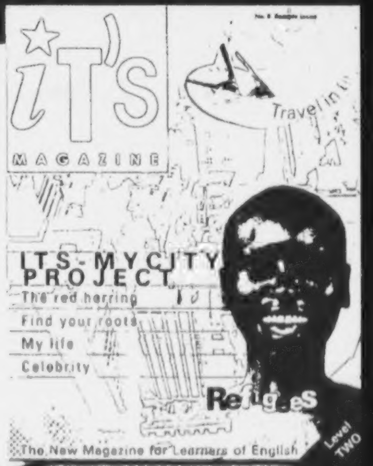
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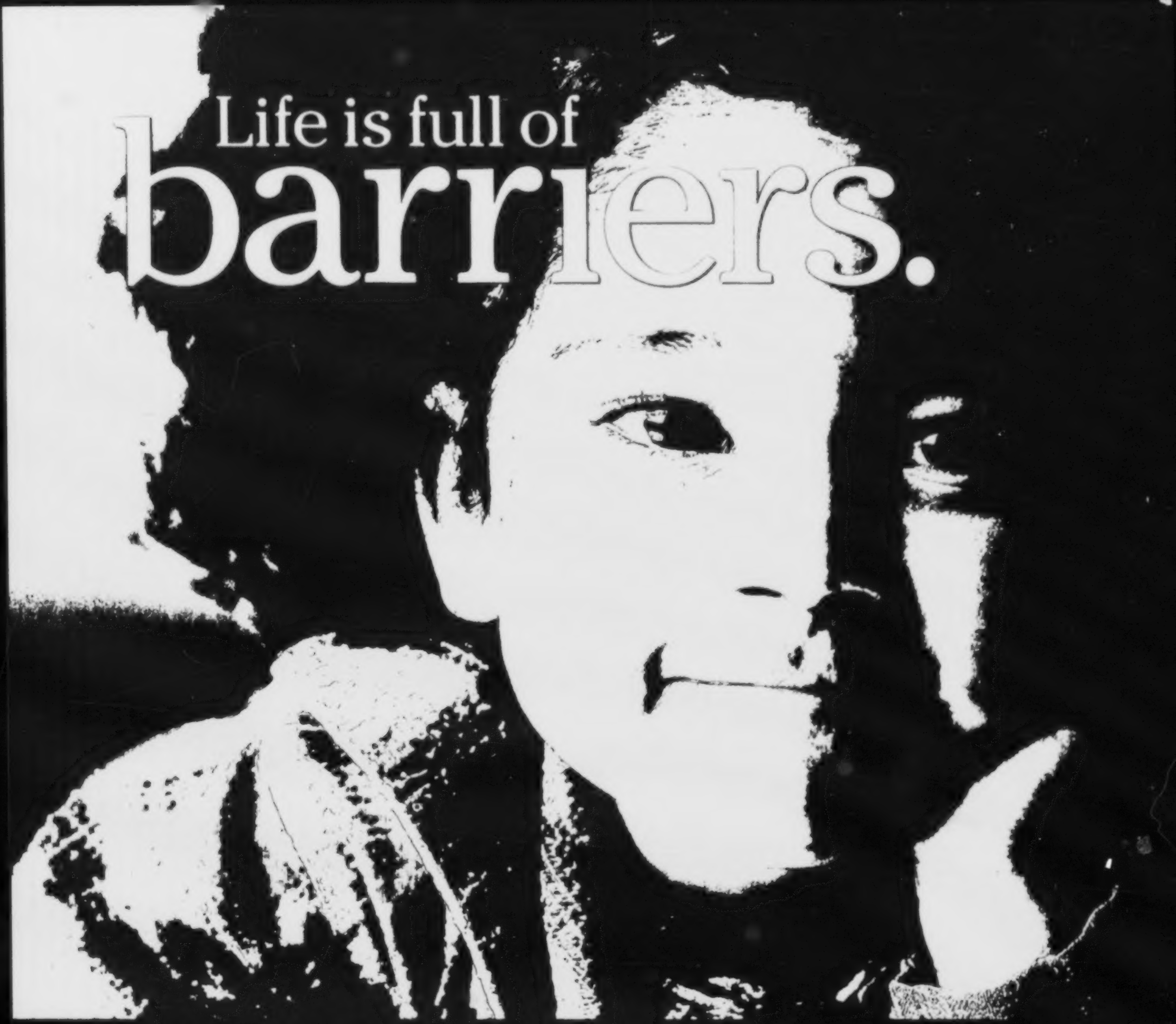

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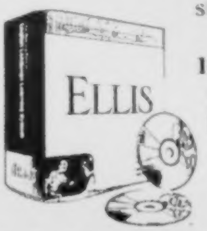

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May 2002 Volume 1, No. 9 (ALR Volume 6, No. 5)

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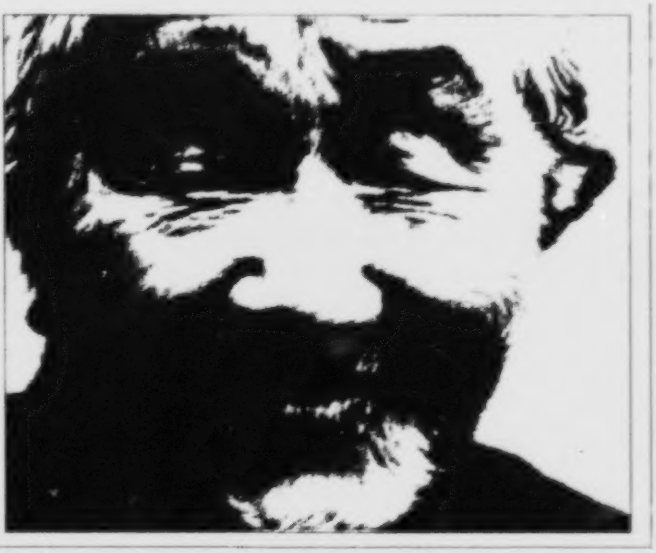

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COVER PHOTOGRAPH: Chinese women workers, Macao, China: John Penisten, Pacific Pictures, Hawaii.

Practically Preserving Languages

THE RACE TO save a secret language used only by women in a remote part of China (see our Cover Story on pp. 24-25) highlights the need to preserve what remains of the world's rich diversity of languages.

Many languages are threatened with extinction because they are spoken by only a handful of people—who are usually in the twilight of their years. In the case of *nushu*, the language in China, only two elderly females retain knowledge of the language, which has not been passed on to younger generations of women. In the U.S., Mary Yee, the last speaker of Chumash, a Native American language from California, lived on her own for 30 years with nobody else to converse with in that tongue. Nowadays, there are many people of Chumash descent who want to learn to speak their native language but find it difficult because published works on the subject are not designed to actually teach the language.

This is why projects that attempt to preserve languages as they were spoken are so important. For example, Jack Butler, the last native speaker of Jiwarli, an Aboriginal language of western Australia, died in April 1986. But through the efforts of Professor Peter Austin (head of the Department of Linguistics and Applied Linguistics at the University of Melbourne), Jiwarli has been preserved and you can listen to Jack recounting traditional stories in that language at http://www.linguistics.unimelb.edu.au/research/projects/jiwarli/contents.html

Some linguists argue that recordings and videos of people speaking endangered languages are not enough and that every language must be preserved as a living entity. Certainly, in an ideal world, languages would not die out, but to believe that it is possible to maintain all languages is to understate the enormity of the challenge that faces those threatened with extinction. In fact, not all languages are dying out just because their speakers are passing away. Currently, about half of Africa's approximately 1,500 languages are in decline, with 250 under immediate threat of disappearing forever, according to a recent report by UNESCO. Many of these languages are disappearing as the result of ethnic violence and assimilation of smaller and weaker linguistic groups by larger, more dominant ones. Burji, a language once spoken widely in northern Kenya is rapidly disappearing after many of its speakers were killed following ethnic violence in 1995. Also in Kenya, two populous subtribes of the Luhya community, the Idakho and Maragoli as well as the Nandi, have been trying to linguistically obliterate the small Tiriki community for fifty years. This is achieved by means of intermarriage, infringement on Tiriki land, and encouraging Tiriki to look for jobs outside their homeland.

The rapid loss of Africa's indigenous languages does not surprise Ezekiel Alembi, a linguistics lecturer at Nairobi's Kenyatta University.

"The current socio-economic systems in Africa mean that some of the languages can't survive for long," he told the *Harare Herald*, citing urbanization and a lack of parental guidance as the two main factors for the decline.

"These two are the biggest threat to diversity of languages," Alembi says. Although linguists can be instrumental in helping to preserve languages, it is up to communities with a stake in maintaining their languages as vital components of their cultural identities to take a stand against their loss. ■

Ben Ward

Ben Ward, Editor

Language magazine

(formerly American Language Review)

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Language Magazine **(ISSN 1537-7350) is an editorially independent publication of Language Media, LLC. Opinions expressed by contributors and/or advertisers in *Language Magazine* do not necessarily reflect the views of the Publishers nor the Distributor.**
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LETTERS

Language Loss of Soul

I was very glad to see the articles by Tove Skutnabb-Kangas and Richard Littlebear published in the April issue of *Language Magazine*. It is important that your journal is focusing on issue like Language Diversity and Language Loss which impact all of us as teachers and members of the global community. Tove's belief that linguistic genocide is a criminal act may be a little over the top for some teachers but the fact remains that language is a real part of people's social identity. When we take languages away from people, it's like taking their souls. I hope that you will be publishing more articles like these in the future.

Lynn Bjorklund
Fort Collins, Colorado

Teaching Inspiration

It is heartening to read a magazine like yours that recognizes the importance of teaching languages other than English. I hope that *Language Magazine* will be an inspiration for language graduates who want to enter the teaching profession. Too many graduates are tempted to travel and use their language skills in a corporate environment. We need to persuade them of the need for their skills in schools and colleges. Reading *Language Magazine* should help convince graduates to come and join the foreign language teaching profession for a more rewarding career.

Marty Flint (retired French teacher)
Shrewsbury, Massachusetts

Briefly...

I picked up a copy of your journal *Language Magazine* last November at ACTFL and again this past weekend at the Northeast Conference and am impressed by the variety and quality of the articles.
Thank you,

Lori Langer de Ramirez, Ed.D.
Herricks Public Schools
Brooklyn, New York

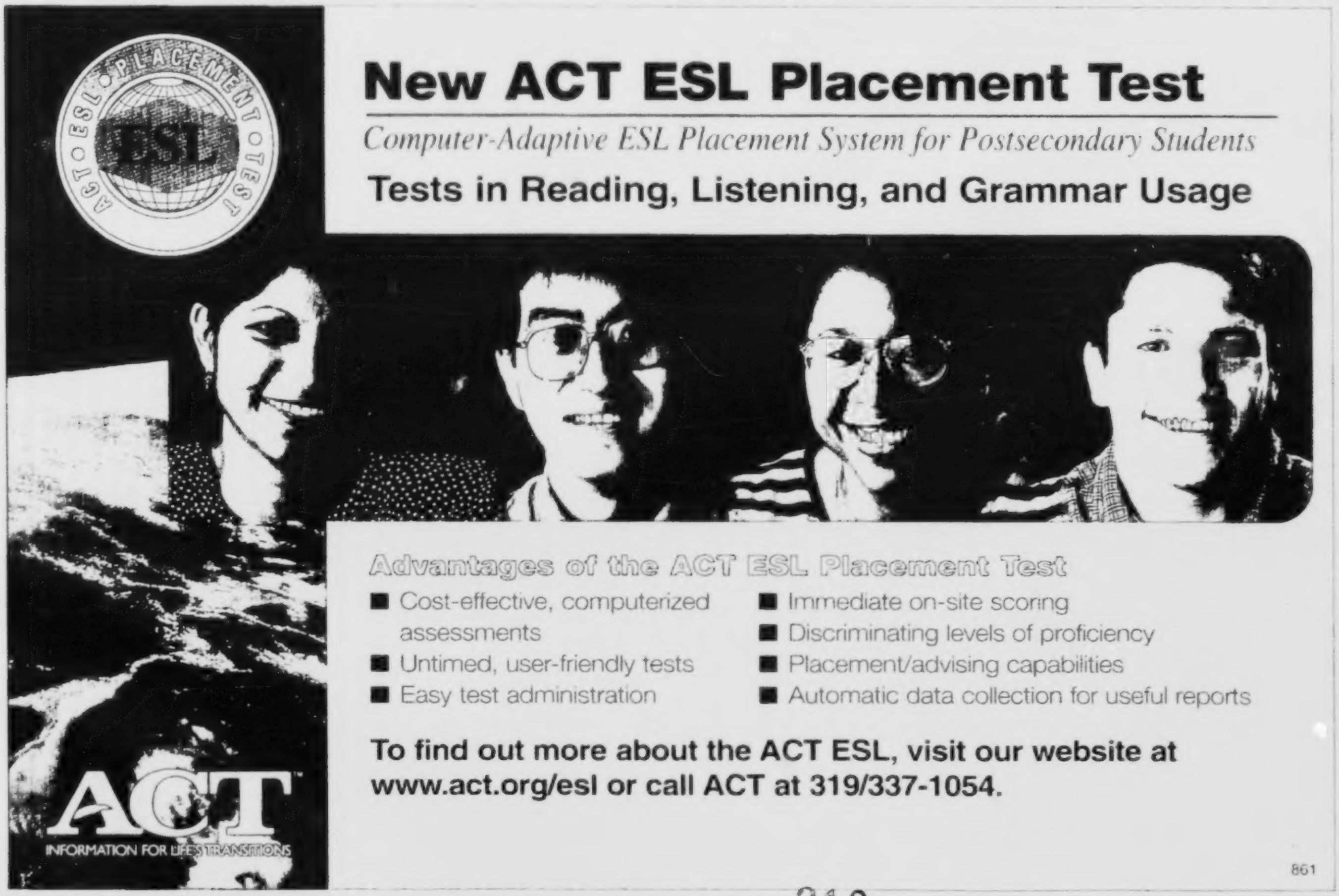
I received a copy of *Language Magazine* at the TESOL conference in April in Salt Lake City. I am impressed by the content and quality of the articles—they are of a much higher standard than I have previously seen in other ESL magazines. I am asking our school district to subscribe to your publication.

Angela LeBlanc
Boise Public Schools
Boise, Idaho

I'm inquiring about the article in Jan. 2002 issue [of *Language Magazine*] on pages 14 -16, called "Learning the Lingua Franca." I need to have a copy or is there a website that this particular article can be seen from? I appreciate your help in this matter.

Priscilla Clayborne
Administrative Specialist Foreign Language/ ESL
Virginia Dept. of Education
Richmond, Virginia

[Back copies of Language Magazine cost $10 including shipping and can be ordered through our website at www.languagemagazine.com - Ed.]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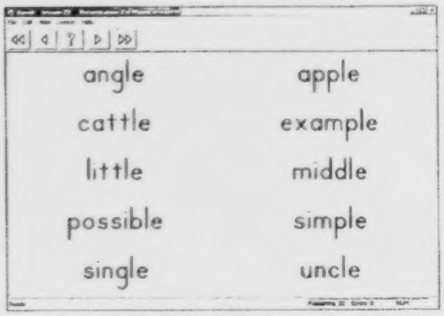

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Snip of the Tongue for Korean Kids

SOUTH KOREAN PARENTS are turning to surgery in the belief that it will help their children speak better English.

The parents believe that a simple procedure involving a snip in a membrane which makes the tongue supposedly longer and more flexible will allow their children to pronounce English words like "rice" without it sounding like "lice."

"Parents are eager to have their children speak English, and so they want to have them get the operation," said Dr. Nam Il Woo, who performs about 10 procedures a month, almost all on children younger than five. "It is not cosmetic surgery. In some cases, it really is essential to speak English properly."

In Korea's competitive and education-obsessed society, fluent and unaccented English is the top goal of language study. It is not unusual for 6-month-old infants to be put in front of the television for as long as five hours a day to watch instruction videos, or for 7-year-olds to be sent out after dinner for English cram courses.

South Korean parents often spend the equivalent of a month's salary on monthly tuition at English-language kindergartens and as much as $50 an hour for tutors. Between the after-school courses, flashcards, books and videos, English instruction is estimated to be a $3 billion-a-year industry—and that does not include the thousands of children sent abroad to hone their skills.

"Learning English is almost the national religion," said Jonathan Hilts, the host of a popular English-language talk show on South Korea's Educational Broadcasting System.

Not surprisingly, a backlash is developing. Linguists warn that children pushed too early or too hard to learn the language might end up in linguistic limbo, speaking neither English nor Korean with skill. Child psychiatrists report cases of preschoolers suffering anxiety from too much pressure.

"English makes children's lives hell!" declared a recent cover story in the weekly magazine *Dong-A*.

The most controversial aspect is the tongue surgery, which critics say is unnecessary. The procedure, known as frenectomy, has been used for years to correct a condition popularly known as "tongue-tie," in which the thin band of tissue under the tongue—the frenulum—extends to its tip. If the tongue can't easily touch the roof of the mouth, it is difficult for a person to pronounce some sounds.

No statistics exist in South Korea about the number of such operations, which usually are done in private clinics. However, doctors say the procedure's popularity has soared along with the boom in English instruction. "This is a recent phenomenon," said Jung Do Kwang, an ear, nose and throat specialist at the Hana Nose Institute in Seoul. "Korean mothers think it will make their children fluent in English." Jung said the operation takes as little as 10 minutes and can be done as outpatient surgery with local anesthetic. It usually costs $230 to $400. Jung said it helps pronunciation of both English and Korean if the procedure is performed on a child younger than five and if the patient has a tongue that is genuinely too short or inflexible.

"If the tongue is really short, you can't pronounce "r"s and "l"s properly," Jung said. "But this condition is relatively uncommon, and you get 10 times as many parents who want the operation as children who really need it."

A study published in 2000 of 37 children who had undergone the operation was inconclusive because young people usually cannot pronounce words properly until about age nine. Linguists scoff at the idea that South Koreans' tongues are too short to speak English properly, pointing to the unaccented speech of hundreds of thousands of Korean Americans.

"O.K., since Westerners are taller they might have longer tongues. But this operation lengthens the tongue by only a millimeter or two and that has nothing to do with it," said Lee Ho Young, a linguist at Seoul National University. The real problem for South Koreans, as for Japanese, is that their languages make no distinction between "l"s and "r"s, so they cannot detect the difference," Lee said. ■

Official English Not OK

THE OKLAHOMA Supreme Court has ruled that a petition to make English the state's official language unconstitutionally restricts residents with limited English proficiency from communicating effectively with their government.

The Court said the English-only proposal, Initiative Petition 366, is fraught with infirmities. "It would be a disservice to the citizens of Oklahoma to submit a petition which could not withstand a constitutional attack to a state-wide vote," the court said in a 7-1 opinion.

The Supreme Court took issue with a section of the petition that called for English to be used in all official documents, transactions, proceedings, meetings or issued publications by the state and all its political subdivisions.

The section would prevent residents of limited English proficiency from effectively communicating with government officials and from receiving vital information about government, the court said.

It said its ruling doesn't express an opinion on other laws promoting English as an official language. The head of ProEnglish, a national organization that advocates making English the official (non-exclusive) language of government denounced the ruling. "This court ruling is a naked attack on democratic rule," said ProEnglish executive director K.C. McAlpin.

"Its purpose is to prevent the people of Oklahoma from deciding for themselves if they want to follow in the footsteps of twenty-seven other states and make English the official language of their state," he added.

Sen. Carol Martin, R-Comanche, a leader of the initiative petition drive, said she believes an English-only law could be passed by the Legislature without resorting to an initiative petition. She said the court refused to allow her group to withdraw the petition from the court because it wanted to rule.

The court said its ruling on the English-only petition does not require any Oklahoma governmental entity to provide services in a language other than English beyond what is presently required by law.

"The issues before this Court do not include the extent that government must accommodate non-English proficient citizens and residents," the court said. ■

Saudi Arabian Students Study At Home

The number of Saudi students choosing to stay at home is on the rise.

A HUGE RISE in the number of students enrolling in English-language schools in Saudi Arabia can be attributed to the numbers of Saudis who returned to the Kingdom after the September 11 terrorist attacks in the U.S.

"I would say that between 3,000 and 5,000 students have come back from the West as a whole," said Keith Miller, academic director of ELS Language Centers in Jeddah. "Many of those I have seen are returning from the United States." Typically, Miller explained, Saudis completed their semester there and then returned to the Kingdom in January. "ELS has doubled the number of students compared to last year," Miller said.

Dr. David Burton, director of the new British Council branch in Jeddah, expects a huge increase in the number of the Council's students over the next year because "parents withdrew their children from U.S. universities and those who had planned to send their children to the U.S. canceled their plans."

"The emerging trend among Saudi students, however, is to study in the Far East. Malaysia, too, is popular, mainly because of its Islamic culture," Burton explained.

Many Saudi students are enrolling in recently opened branches of well-known international schools specializing in teaching EFL. English First (EF) opened four branches in Riyadh, Jeddah, Al-Khobar and Yanbu last September. The Dhahran Language Institute recently became the first Saudi language school to gain affiliated status in the International House (IH) world organization. A number of language schools in Riyadh are negotiating with IH with a view to relaunching under its logo next year.

Most EFL schools in Saudi Arabia are now working to capacity but there is a shortage of qualified teachers, many of whom left the Kingdom after September 11. Other teachers who had already been recruited simply failed to turn up. ■

No Lie in Language

Researchers have found it to be "extremely difficult" to lie in Trio.

RESEARCHERS HAVE discovered a language designed to prevent lying. According to linguist, Dr. Eithne Carlin, the language of the Trio people in Surinam has been carefully constructed to avoid all ambiguity. Dr. Carlin, from the University of Leiden in the Netherlands, who speaks fluent Trio after studying the language for six years, found that the Trio use special word endings to ensure lawyer-like precision when making statements.

"It's extremely difficult to lie in the Trio language. One aspect is quite simply that you have to be as informative as possible. You are not hiding anything," Dr. Carlin said.

Trio contains a so-called "frustrative" ending which expresses an expectation that has not been met, said Dr. Carlin. This has led to some unfortunate mistakes during communications between the Surinamese authorities and the Trio.

In one case a civil servant said in Dutch, "I told you that we are going to build a school but it has now transpired that we do not have any money for this."

An interpreter translated the statement into the Trio language but omitted the frustrative ending to the word "told". As a result, the civil servant gave the impression that when he made the promise; he already knew the school would never be built. ■

Talking Trash

IN AN EFFORT to teach English to people in Taiwan, garbage trucks in Tainan will broadcast English language phrases to announce their arrival

Previously, the trucks played Beethoven's *Für Elise* to get people to put out their trash, but they will now play snatches of conversational English. According to the city education director, Yen Hou-long, these would typically include phrases like "How much does a pound of cabbage cost?" "The important thing about learning the language is to create an all-English environment," he said.

The initiative comes at a time when Taiwanese fear that they may be falling behind other Asian countries in standards of English learning. The Taiwanese government has recently debated whether to make English its second official language although there is a shortage of English teachers and many complain that they have to teach other subjects.

The Ministry of Education makes its employees teach English pronunciation with the help of a phonetic system, known as "bopomofo", which was designed for teaching Chinese. ■

Language Teacher of The Year Nominee: *Laura Quisenberry*

Nominations are still pouring in for *Language Magazine*'s Teacher of the Year Award! This month we are publishing an entry from Dana Zambon, of Yo Puedo Publishing in Texas. If you would like to nominate a teacher, please email the editor at editor@languagemagazine.com Full details of the Award can be found at www.languagemagazine.com

IT'S SIMPLE, REALLY. Laura Quisenberry deserves to be *Language Magazine*'s Teacher of the Year because she is the kind of teacher we would all want our children to have. She puts the best of language acquisition theory into practice everyday in her classroom via motivational activities and experiential learning. Laura has dedicated her life to making the transition into English a smooth and successful one for those students fortunate enough to be in her bilingual (Spanish-English) third-grade class at Morales Elementary, part of the Pasadena Independent School District near Houston. As a former administrator for the district Laura has called home for the past 11 years, I have had the privilege of witnessing first-hand the joy and effectiveness with which she and her students interact. At just 33 years of age, Ms. Quisenberry has accomplished the kind of accolades that most veteran teachers only dream of doing.

She boasts a 90 percent overall success rate on the Texas Assessment of Academic Skills (TAAS) with students of limited English proficiency testing in English.

In addition, she has been featured several times in local newspapers and periodicals for her innovative teaching and the results it yields. A graduate of Baylor University and The University of Houston – Clear Lake, Laura holds a bachelor's degree in Education and a master's in ESL. She spends her summer months increasing her understanding and awareness of other languages and cultures via participation in programs abroad. And, all of this, she weaves into her lessons with care and purpose.

This past summer, she traveled to South Africa for an immersion course in the local culture. While she was there, she purchased with her own personal funds an exquisite collection of native masks and ceremonial art. Imagine the delight of her students this year when they were able to experience real artifacts from Africa, which, until then, seemed just a far-away place in their geography books.

Laura Quisenberry is real, and she makes education a reality for her students by exposing them to ways of thinking and doing things that they might otherwise never encounter. She brings the world to her students. That is education.

That is also why I can think of no one who more deserves the honor of *Language Magazine* Teacher of the Year. ■

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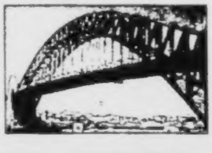

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Price:	**$24.95**
Binding:	**Paperback Original**
Pages:	**240**
ISBN:	**0-9678356-1-5**
Publisher:	**American Language Press**

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CHANGING VIEWS ON

Michele Alperin examines the changing attitudes of mainstream Americans toward the acquisition of a second language following the September 11 terrorist attacks.

Whereas September 11 was a wake-up call to many Americans about the dangers of parochialism in a globalized world, world language educators already understood the need for a broader, more internationalist perspective. Realizing that second language literacy paves the way for cultural understanding, they have been arguing for more effective and extensive world language instruction and creating the structures for its implementation. And typically monolingual Americans are beginning to support them. Margaret Persin, professor and chair of the Spanish and Portuguese department at Rutgers University, observed that "even those who have been raised in a horse-with-blinkers, American, 'let them learn English' perspective" are accepting the critical need for acquisition of a second language.

Influenced by a growing immigrant population and an expanding international business arena, as well as research evidence that second language learning positively affects basic literacy, states across the nation have been developing new standards for world language education. New Jersey, which developed new state standards in 1996, provides an interesting case study of the wide-ranging network of changes required to implement effective programs.

The New Jersey standards require that all students achieve basic literacy in at least one language other than English and understand the interrelationship between the language and its culture. The implications of this mandate are teased out in the introduction to the New Jersey Core Curriculum Content Standards for World Languages. The touchstone of the standards is that "the primary goal of a world language program is communication," and teachers are expected to use the communicative approach, which focuses on "what students can do with the language rather than what they know about it." Language classes should provide regular opportunities for students to communicate about things that have meaning to them, including the content they are studying in other classes. Because achieving literacy is a long-term process and is most effective when begun at a young age, world language classes are mandated to start in kindergarten and continue uninterrupted through grade 12.

Early on, New Jersey appointed a committee of educators to develop a model curriculum that reflected new approaches to teaching language. The 21-member committee members included representatives from state universities and the department of education as well as teachers and language supervisors from local school districts. Together they created the New Jersey World Languages Curriculum Framework, published in January 1999; it was intended to "serve as a catalyst to assist schools in making curricular decisions, based on an understanding of how students learn world languages most effectively."

Even as the echoes of the standards continue to reverberate through the New Jersey world languages community, the actual implementation of the standards has varied

SECOND LANGUAGES

"'Even those who have been raised in a horse-with-blinkers, American, 'let them learn English' perspective' are accepting the critical need for acquisition of a second language."

widely across the state. Describing the range of programs in New Jersey elementary schools, Glenn W. Morgan, Professor of Education at Monmouth University, said, "We have a continuum between districts who managed to and wanted to find fully certified teachers for primary and others who told regular teachers without background or training to include conversational Spanish, using videos and prepared materials."

Educators disagree on why some districts have managed to create successful programs and others have not. The two biggest obstacles are the financial resources necessary to hire elementary language teachers and purchase texts and materials that reflect the communicative approach, and the shortage of world languages teachers. Morgan observed, "It was difficult enough for schools to find fully certified language teachers for high school. With the new mandate from K on, many school districts have had difficulty coping."

Janis Jensen, New Jersey's World Languages coordinator, felt that the primary obstacle to successful implementation of the standards was not money or teachers, but attitude—the value that communities place on language learning. "If people really value something, they will turn into a pretzel to make it happen," she maintained, "but in this country, there is a monolingual philoso-

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"Through dialogue and collaborative efforts, you get a merging of interests and ownership," observed Cirullo, noting that the decision to teach Spanish was a communal one.

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phy." Karen Sanchez, a retired Spanish and ESL teacher in K-12 who is now an adjunct in the World Language Spanish program at Rutgers University attributed the wide variety of programs to the absence of qualified supervisors in many districts. "When you have people who are aware of what makes a good language program work and they have the control to do it," she said, they usually succeed.

Another potential obstacle is that the assessment of world languages set originally for the 2001-2 school year has been put on hold. Although there are strong arguments against too much testing, the absence of a world languages assessment at this juncture may be providing an out for uncommitted school districts. "For some districts, that's their escape route," explained Sanchez. "If there's no test, there's no way to measure them against anyone else. You can just have a program that says you have a program and not do much with it."

On the other hand, Sanchez felt that testing is not the whole answer. "In districts where there is support," she said, "they will work to create the best program possible even without a state test." One such program is the Spanish program now in its fourth year at Riverside, an elementary school in Princeton, New Jersey, where students study Spanish four times a week—for 15 minutes in K to 2 and 25 minutes in grades 3 to 5.

The program has been a resounding success, and Diana Alfaro—the K-2 Spanish teacher who makes wonderful faces to help communicate to her young students—is part of the reason. When Alfaro offers her Mary Poppins-like bag to the second graders who surround her, every single hand is raised. They all want to pull a picture from the grab bag and identify which of the five senses it represents.

When Alfaro was explaining the principles behind the elementary Spanish curriculum she is creating for the Princeton Regional Schools, she asserted, "The objective is communication." Consequently, she does not teach single words, like "dolphin," but only sentences that communicate information, like "the dolphin is red."

As much as possible, her curriculum integrates content from the children's regular classroom, thereby making the language activities relevant and meaningful. This year, for example, the second graders are studying about wild animals from Africa, in both English and Spanish, and next year they will be learning about the migration and development of the butterfly.

As Alfaro teaches a particular thematic area, she moves from the concrete to the abstract. After the students master the basic ideas and vocabulary about the five senses, they will look at each sense in greater depth, discussing, for example, why it is important to have good eyesight.

Alfaro herself is an example of just the kind of teacher who can make a world languages program succeed. Having grown up in a family of Costa Rican educators, she went for both bachelors and masters degrees in education, and she has been teaching a second language for 16 years. When questioned about where she learned communicative approaches, she said, "I grew up with the techniques and methodologies," explaining that she had studied English as a second language since she was five in the best Costa Rican school for ESL.

Just as Alfaro represents a fluent Spanish teacher schooled in the principles of language acquisition and the communicative approach, the language supervisor who implemented the Princeton program was also exemplary. He researched a variety of programs and worked with parents, principals, teachers, and school board members to produce a model program, according to Riverside's principal, William Cirullo. "Through dialogue and collaborative efforts, you get a merging of interests and ownership," observed Cirullo, noting that the decision to teach Spanish was a communal one. In setting up the program at Riverside, Cirullo also benefited from parents' earlier experience setting up an after-school program in Spanish, French, Chinese, and German: "It helped lay the groundwork for parents to become interested."

At the state level, New Jersey has

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"A lot of what was learned in brain and language research in the ESL area is now coming to play in the world languages area."

adopted a multi-pronged approach. It has initiated teacher recruitment programs; worked to improve teacher preparation; provided professional development for existing teachers and administrators; and offered scholarships for K-8 teachers in isolated parts of the state to attend language institutes.

This year New Jersey sponsored its third annual world languages teacher recruitment day, with 75 school districts and over 450 teacher candidates attending. New Jersey also hosts an online teacher recruitment service at www.njhire.com. Finally, New Jersey has been working with the Visiting International Faculty (VIF) Program to hire international language teachers for three-year terms. From a national perspective, however, Jayne Abrate, executive director of the American Association of Teachers of French, sees this as a stopgap measure: "These teachers don't know the American system, don't have the same teaching methods and traditions, and don't necessarily understand the educational psychology we have here." Nonetheless, Princeton K-2 teacher Alfaro was originally a VIF hire who then decided to settle in Princeton.

Whereas direct recruitment is important, the state universities, particularly those with schools of education, are probably the most important sources for teachers.

Alison Maginn, a Spanish professor at Monmouth University, has been reorganizing the Spanish department to harmonize better with the state standards. She is hiring a new faculty member in order to add courses in applied linguistics and language teaching methodologies to the department's curriculum. And despite pressure from the university to lower requirements, the Spanish major still demands 30 credits above the 200 level. This means, said Maginn, that students achieve a good level of proficiency—maybe even surpassing the advanced low level specified in the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines. Their intensive course work also gives them a deep understanding of Spanish and Hispanic culture.

Maginn's students have also developed the fluency they need, because they themselves are learning Spanish via the communicative, oral-proficiency method that they will later use in teaching. To ensure a communicative approach in her department, Maginn has had to retrain some adjuncts through a yearly orientation and close mentoring by full-time faculty. She is also instituting a one-month, six-credit study program in Madrid for education majors—to provide them with an intensive cultural and language experience. "We have decided that no matter how much education people have," she said, "they will never rise to the low advanced level of language unless they are immersed in the culture for an extended period of time."

Maginn has also been aggressively recruiting language students: "Whenever I see students with a disposition for language, I tell them that there is a big need and that they will have a job before graduation, and I emphasize how important knowledge of language and culture is in a global world." She noted that her department has doubled in size over the last five years.

Finally, Maginn has helped create a new in-service program in world language methodologies. Many of the first year attendees were longtime teachers who were not using the communicative method. In the fall of 2001, the program's second year, it was tailored specifically to two subgroups: classroom teachers who were not experienced language teachers and native speakers who had never taught a language.

Last year Rutgers University established a World Languages Institute that offers a masters in teaching after three summers of study. Persin noted that the Institute's purpose is "to train teachers for content-based instruction and the communicative approach." Although Spanish is the backbone of the program, courses are also offered in Italian, German, French, and, new this year, Arabic and Chinese. Now approaching its third summer, the program expects its enrollment to increase threefold over the first year. The presence of a state world languages coordinator with expertise in language education has been critical to the implementation of world language standards. Abrate observed, "The states that are doing better are those that have a foreign language coordinator to oversee what is going on in languages in the state." She explained that whereas most states once had such positions, only 12 or 13 still do. Some of those coordinators have no background in language education.

At this juncture, educators are cautiously optimistic about the future. "What has really happened is that a lot of what was learned in brain and language research in the ESL area is now coming to play in the world languages area," said Sanchez, yet grammar-has not entirely given way to the communicative approach. Another problem is that world languages are still viewed as the poor stepchildren of our schools and often suffer during budget cuts. But there are many successful programs in place—New Jersey has selected, but not yet announced, seven model programs—and it is interesting to contemplate what implications they will have for curriculum redesign at the high school level. Summarizing, Abrate said she is "optimistic because so many exciting things are going on," but she does not expect the move to standards-based world language education to happen very quickly. ■

Michele Alperin is a freelance writer and regular contributor to *Language Magazine*.

Michael Howard examines the affects of the terrorist attacks of September 11, 2001 on English language programs in the U.S. and around the world.

Waiting for the Rebound

Colleges and universities that host English language programs have been hit hard by the events of 9/11—proprietary language schools have suffered even more. Scores of foreign students returned home part way through their courses. Potential students have been scared off from applying to study in the U.S. because they perceive it as a country of significant risk.

The tragedy occurred at a crucial time for language travel agents around the world who were preparing to send their catalogs to print. Many agents removed the U.S. entirely from their brochures. Some even called off their printing plans and decided not to issue catalogs at all.

Marco Pinna, president of The Language Academy (TLA) in Boston, was at a meeting at the Council for Educational Exchanges in Rome when news of the attacks broke. "A few moments after the attacks, the seriousness of the impact on our industry became immediately apparent," Pinna recalled. "I was touring Europe to visit our agents in Italy and France and all of my meetings focused on the September 11 tragedy rather than business discussions. All our agents told me that they would either call off the U.S. programs or reconsider their 2002 plans," Pinna said.

"Some large agencies were forced out of business as a result of international student travel drying up," he added.

Although hard statistics will not be available until late summer, anecdotal reports from Intensive English Programs (IEPs) and proprietary English language schools make for gloomy reading.

According to Marco Pinna, the crisis has been a big blow to the industry. "The impact of the September 11 attacks has been devastating for non-college based Intensive Language Programs," Pinna said. "At TLA, immediately after September 11, our enrolments dropped 100 percent."

Pinna believes that, based on local statistics, close to 50 percent of ESL instructors were laid off between September 11 and January. He also noted that all of the TLA's reservations for October and November and the South American groups for December and January were cancelled.

Despite a slight recovery in February and March, compared to the same period last year, the school's student enrolments are still down 50 percent.

Pinna says, "Adult students who wrote to cancel their courses stated that, should an international war break out, they'd rather not be away from their home country and families. As far as younger students are concerned, their families usually pay for the studies. Parents chose to postpone their children's study abroad experience to quieter times or to opt for destinations considered 'safer'."

"In general," he concluded, "agencies are reluctant to 'push' the American destinations. The only numbers that are almost unchanged are the executive courses. These participants' decisions are less likely to be influenced by emotional factors."

Pinna's sentiments are echoed across the United States, where

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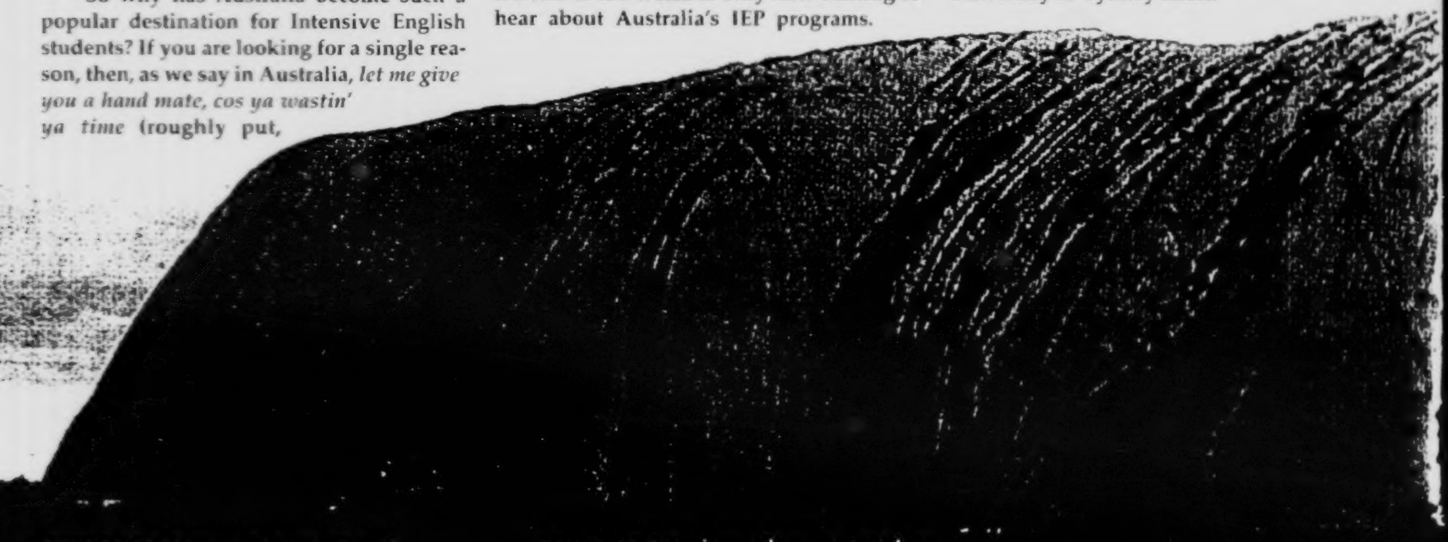
Loving A Sun

Peter Brown explores the appeal of Australia as a destination for English language learners.

Australia is known by its inhabitants as the "Lucky Country." Born 214 years ago as a penal colony for the British Empire, Australia has grown into a thriving multicultural melting pot. Australia's population of approximately 19 million is one of complete diversity. Its ties to the British Empire have meant the arrival of many thousands of ex-pat Brits, Irish and Scottish. "Open" immigration policies after World Wars I & II encouraged the arrival of many European immigrants and Australia's close proximity to Asia has contributed equally to its diversity.

So why has Australia become such a popular destination for Intensive English students? If you are looking for a single reason, then, as we say in Australia, *let me give you a hand mate, cos ya wastin' ya time* (roughly put, don't bother because there isn't one).

To really understand why Australia has become popular you have to understand Australians themselves. A fiercely proud nation, competitive—especially on the sporting field—with a love for life and friends (mates), Australians have a worldwide reputation as being a pretty honest lot. And don't forget, Australia is one of the beautiful places on Earth.



It's easy to point to recent world events—such as the highly successful 2002 Olympic Games in Sydney or the abhorrent terrorists attacks of September 11, 2001—as being responsible for the influx of foreign students to Australia. But these events are only a part of the story.

Helene Hawes is director of studies at the Bond University English Language Institute, situated on Queensland's Gold Coast, famous for Surfer's Paradise, a resort town with beachfront high-rises and street signs in English and Japanese. Hawes discounts the notion that Australia is a new destination for IEP students. She says that the rest of the world is only now starting to hear about Australia's IEP programs.

"Australia has always been a popular destination, I think since September 11 there has been a bit more focus on Australia because it is known as safe place. September 11 certainly highlighted Australia," Hawes said.

But Hawes believes the reason Australia attracts so many foreign students is not because of external events, although they have contributed, but the quality of education in Australia. "I think more importantly, word of mouth will mean people will become more aware of the excellence of our education product. So in a sense, one person's loss is another's gain as far as the safety issue is concerned," she said. "The underlying fact is Australia produces quality education."

Bond University's IEP has grown from 90 students three years ago to its 210 capacity this year. It is a trend that is continuing in a majority of Australia's universities, including the Australian National University in Canberra (Australia's capital), Macquarie University in Sydney and the University of Sydney itself.

Hawes said Australian IEPs are "very much" regulated by various agencies and "very strict" governmental legislation. Education standards and the protection of students from dishonest "fly-by-night" education travel brokers are highly important issues. Australian IEPs are governed by an agency called NEAS (National ELT

urnt Country

A famous Australian poet, Dorothea McKellar, wrote the poem *The Country*, which captures the essence of the Land Down Under:

The love of field and coppice,
Of green and shaded lanes,
Of ordered woods and gardens
Is running in your veins.
Strong love of grey-blue distance,
Brown streams and soft, dim skies –
I know, but cannot share it,
My love is otherwise.

I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror –
The wide brown land for me!

The stark white ring-barked forests,
All tragic to the moon,
The sapphire-misted mountains,
The hot gold hush of noon,
Green tangle of the brushes
Where lithe lianas coil,
The orchids deck the tree-tops,
And ferns the warm dark soil.

Core of my heart, my country!
Her pitiless blue sky,
When, sick at heart, around us
We see the cattle die –
But then the grey clouds gather
And we can bless again
The drumming of an army,
The steady, soaking rain.

Core of my heart, my country!
Land of the rainbow gold,
For flood and fire and famine
She pays us back threefold.
Over the thirst paddocks,
Watch, after many days,
The filmy veil of greenness
That thickens as we gaze........

An opal-hearted country,
A willful, lavish land –
All you who have not loved her,
You will not understand –
Though Earth holds many splendors,
Wherever I may die,
I know to what brown country
My homing thoughts will fly.

regulates all the language programs in Australia. Each school needs to be accredited by NEAS to open its doors to foreign students.

"It ensures a quality education product," Ms. Hawes said. "It gives us a feeling of assurance that everyone is operating on the same level of excellence and there aren't any shonky schools out there."

Shonky? This is an Australianism for crooked. *Crooked* you ask? Well *crooked* is also an Australianism for dishonest, and as The Crocodile Hunter (famous in the United States) would say in thanks for the explanation, *"You beaut, mate."*

Australia's student visa standards also play a role in the quality of education. They are based on a four-tier scale. Students are placed in categories from one to four. Given the current international climate, students from low-risk countries are category one and obviously, category four students are high-risk nations. Hawes feels this system screens out applicants, whose motives aren't necessarily educational. "Student visa standards are a good thing, because we get students who are genuine," she added.

"The dominant culture here is Asian but we have students from all over the place. We try to keep classes varied as far as nationalities are concerned.

"We find the international mix is always very interesting. Students enjoy meeting students from other countries."

Australia is the "Lucky Country" and most students who study there certainly consider themselves more than lucky. Most leave its shores with an excellent education, a twinge of sadness, but a share for the love of our sunburnt country. ■

Peter Brown is a freelance writer for *Language Magazine.*

Marco Pinna, President of The Language Academy (TLA).

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language schools and college-based IEPs have experienced varying degrees of falls in inquiries and enrolment numbers. Laura Latulippe, director of the Career English Language Center for International Students (CELCIS) at Western Michigan University, says, "Our overall enrolment for the Winter 2002 semester compared with that of Winter 2001 is down by 25 percent. The number of new students who began our program in the Winter 2002 is down by 50 percent from the number in 2001."

According to Latulippe, students have been concerned about traveling and there are unspecific worries about personal safety in the United States. "Japanese agents with whom I spoke in October indicated that there was a great deal of concern among their clients. In addition, I believe that some students from the Middle East were concerned about how they would be treated in the USA."

Despite the decrease in student numbers, ESL teachers have managed to keep their jobs at CELCIS "Programs with lower enrolments have fewer classes to be taught," explains LaTulippe. "In our program the number of classes our teachers taught was cut back, decreasing their pay"

Terrie Wolff, international director of Western Pacific College in Portland, Oregon, found herself in a difficult position after September 11—job cuts were inevitable.

Wolff recalls, "I felt terrible. I told them [the teachers] I would get them back as soon as possible. We were up to 12 teachers and we had to let six teachers go because they had no students"

"After 9/11 we had eight international students, four left before Christmas, then our community outreach ESL program dropped from 55 students to 17 by Christmas," said Wolff, who added, "We have hope for the summer and for fall. We are now getting more requests for information but still no one has signed up."

Fallout from the terrorist attacks has not been confined to U.S. English language programs. In the U.K., dwindling student numbers over the last eight months have resulted in some schools closing their doors for good and at least one language school has been bought out by a bigger institution.

As Anthony Rayner of Bournemouth International Language College explains, there is no immediate sign of a return to the number of enrolments typical of other years.

"I cannot see the problem easing and there are no signs that the summer will pick up," he says. "It does not just make problems for the school and colleges, but for all those who rely on them, said Rayner. "Airport transfer companies have also been hit hard. The two we deal with say they are down to 20 per cent of what it was. Also, host families are not getting the numbers of students they were."

If students are avoiding English language learning destinations like the U.S. and the U.K., where are they heading for their studies?

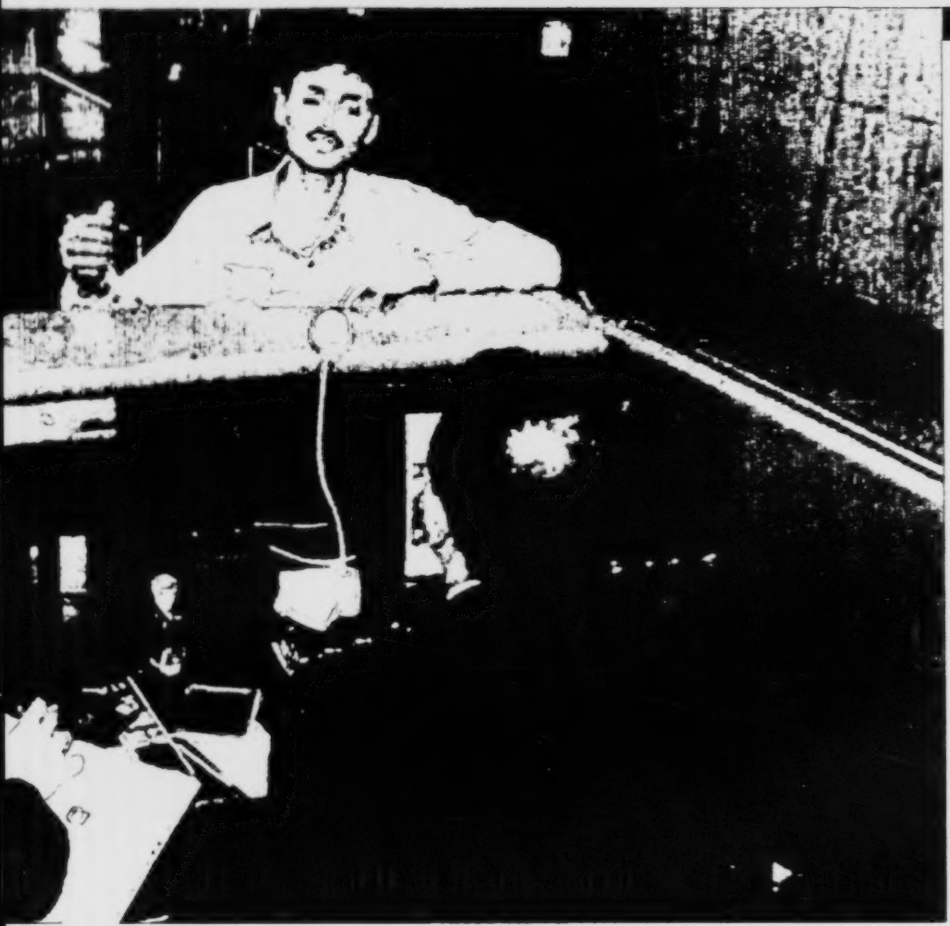
The popularity of countries such as South Africa, New Zealand and Australia seems to be on the rise. These destinations boast weather comparable to Florida or California and their appeal is reinforced by an often favorable exchange rate.

According to Vivi Van Ketel, of Cape Studies Language School in Cape Town, there is nothing that U.S. schools can offer students that South Africa cannot. "Obviously the exchange rate is a contributing factor and vis-à-vis language training we offer superior English courses conducted by highly qualified, professional teachers and the students can have a fun holiday at the same time," she says.

"When interviewing students as they arrive, there has been a large proportion that when asked 'Why Cape Town?' the answer has been 'Trouble in America; Australia's too far and Cape Town has such wonderful weather.' Because of the exchange rate there really is value for money."

International students still intent on studying in the U.S. post 9/11 face yet another barrier—obtaining a student visa.

Media focus on the fact that one of the terrorists had entered the country using an F-1 student visa means that foreign students are now regarded with suspicion by the U.S.



Foreign students wishing to enter the United States in today's international climate may be regarded with a jaundiced eye by immigration officials.

administration as officials set about making major changes to immigration policy and the issuance of visas. According to language travel agents, the ease of getting a visa can heavily influence a student's decision on where to base his or her studies. Naturally, students will avoid applying to countries where it is likely to be difficult to obtain a study visa and are attracted to countries like New Zealand which has been at the forefront of visa reform and is sometimes seen as a role model for other countries. The New Zealand Immigration Service has changed its philosophy from that of "gate-keeper" to encouraging and facilitating entry to New Zealand.

In the U.S., Senator Edward Kennedy (D - Mass.) has called the international education community's support of planned immigration reform legislation "extraordinarily important." Sen. Kennedy read from a letter sent by NAFSA to the original sponsors of the Enhanced Border Security and Visa Entry Reform Act (H.R.3525), in which the organization expresses support for the bill, while emphasizing the importance of a balanced approach to immigration reform and the recognition of the importance of foreign students to the United States.

According to Marco Pinna, the visa question is a major factor affecting the future of English language programs for overseas students in the U.S. He said, "U.S. consulates have implemented stricter, restrictive measures in the issuance of student visas. In some countries it is almost impossible for applicants to obtain an interview." In Turkey, for example, refusals for student visas have reached 80 percent—many students don't even bother applying for visas to study in the USA—or for that matter—in the UK or Canada.

One IEP administrator who asked not to be identified said, "The 9/11 attack has, in effect, confirmed the suspicions of consular and immigration officers, that foreign students are to be regarded with a jaundiced eye. Therefore, no trust, no F-1 visa. Bear in mind that 9/11 occurred when there was already a decrease in the number of F-1 students gaining entry to the USA. Embassies were already restrictive about the issuance of F-1 visas in almost all Middle Eastern countries and all Third World countries."

"As a result of the embassy limitations on the issuance of F-1 visas to language school students, our school has increasingly assisted tourist and business visa bearers to apply for F-1 status. This avenue of legitimate income has now been closed because of the latest INS proposals, now in effect, limiting tourists and business people to 30 days' stay, plus the impossibility of obtaining a student visa within the U.S. We are hoping that in the future embassies will become more welcoming towards language school students."

She added, "Education in the U.S. is enormously attractive and generates vast revenues from foreign students, who pay a higher price, don't receive financial aid and provide incalculable assets to any learning center with their racial, cultural, ethnic and language kaleidoscope. The U.S. is all the poorer for their absence."

So what does the future hold for English language program administrators and teachers?

In the short term, it is unlikely the industry will revert to pre-September 11 levels. Institutions will have a hard time recovering from the financial hardship caused by the drop in enrolments. Marco Pinna believes that "normality" is still a long way off for his school. "A whole year of business has been lost and it is unlikely that last minute bookings will make up for the losses of the past seven months. The numbers for the summer look bleak and we anticipate a drop of approximately 35-40 per cent."

But Pinna believes that the international appeal of the United States as a destination for English language learners will eventually overcome current fears and anxieties.

He says, "In my opinion, institutions that offer mere 'language courses' will be penalized in favor of those organizations which are able to provide a 'total cultural experience'. In fact, while students can learn English in Australia, New Zealand and so on, the 'American experience' is still irreplaceable and can only be fully appreciated in the U.S." ■

Michael Howard is a freelance writer for Language Magazine.

The Secret Lang

Jilly Jiu reports on efforts to save a unique language created by women in China.

Chinese scholars are working to preserve a secret language spoken only by women in the highlands of southern China.

The origins of Nushu (which literally means "women's writing" *nu shu* in Chinese) have been traced back to inscriptions on animal bones and tortoise shells dating from more than 3,000 years ago, although there is a tradition that the language was created about 1,000 years ago, when a concubine of a Song Dynasty emperor was imprisoned in a palace but invented a language and script that allowed her to communicate with her sisters outside.

The language has been passed on from generation to generation as a way of maintaining a degree of female privacy in a male-dominated world. In the earliest surviving study of Nushu, carried out in 1931, a scholar described the language as an amalgam of "fly-head-like tiny scripts" that "no man can read."

Japanese soldiers occupying China in the 1930s and 1940s suppressed Nushu fearing it was a secret language that allowed the enemy to pass military intelligence. Later, as part of the Cultural Revolution of the 1960s, fanatics burned any evidence of Nushu they could lay their hands on as part of their attempt to destroy the "four olds"–culture, customs, ideas and habits. Since academics rediscovered the language in 1983, they have only been able to collate 2,000 characters, a tiny fraction of its complete vocabulary.

Ye Xumin, vice-director of the research center for the women's language of the Central-South China Institute for Nationalities in Hubei, said that the provincial government has agreed to devote new resources to the protection and study of Nushu.

"Experts are now going to be able to publish works of the language as well as research articles to promote its survival. We are also planning to build a museum as a place where the language culture can be preserved."

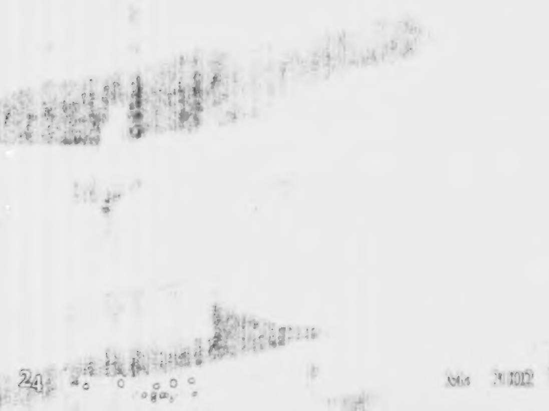
Time is not on the side of the scholars: The oldest speaker of the language, Yang Huanyi, is 93. The only other woman still able to speak Nushu as a mother tongue is He Yanxin, who is 63.

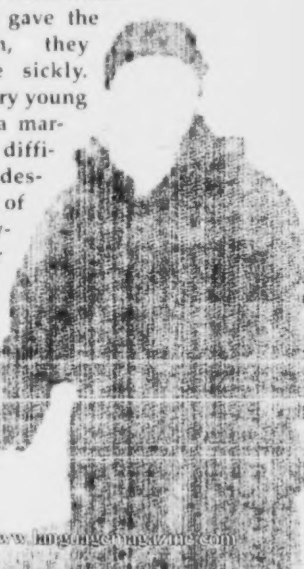
Once common in the border area of three provinces, Guangdong, Hunan and Guizhou, Nushu was the language of village women of the Yao ethnic group who toiled to grow rice on the slopes of mist-shrouded hills. In the millennium before the Communist party revolution, it was an antidote to a life of female servitude.

Ms. Yang recalls that she received lessons in Nushu about once every week to ten days. Unlike the slashes and strokes that form Chinese characters, the script of the Nushu is formed by curving, tilted lines that create a graphic image that was often embroidered on fabric. For one strip of written Nushu characters she paid 400 wen, money that she earned from gathering peanuts in the fields. She learned from watching the movement of her teacher's hand and she would practice upon returning home, using song as a means of committing each character to memory. It took her a year to learn.

It was popular among the Yao girls to observe a custom called *jiebai zimei* or "sworn sisterhood" which entails pledging commitment to female friends who were not blood relations. These "sworn sisters" would go to festivals at the village shrine together, and generally were much closer to each other than they were to their real sisters.

When girls came of age, they were forced to go to the homes of men they had never seen before to become their brides; they were teased and bullied by their mothers-in-law and worked to the bone around the house. Even when a young woman gave the family children, they would often be sickly. Many died at a very young age. The life of a married woman was difficult and was described as the time of the "three followings"—her father





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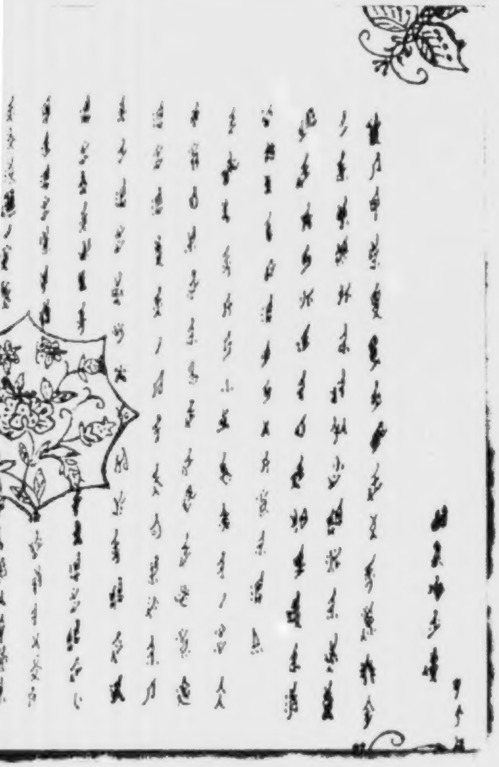

Orie Endo (background) arrives at Ning Lang's Lake Lu Gu in her quest for information about Nushu. A blue handkerchief (left) inscribed in Nushu donated by Ms. He Yan-xin, a flower designed page (above middle) with paper-cuts on the corners, a San Chao Shu with pictures only (above top) and tombstones (above right) for Ms. Gao Yin-xian (1902-1990). The one on the left is written in Nushu while one on the right is written in Hanzi (Pu wei village).

before marriage, husband after marriage, and her son once widowed. Excerpts from the language capture the predicament of Yao women:

"For those who have husbands, their lands are watered."

"I have no husband; my rice seedlings have withered."

"A man without a wife has no treasure at home."

"A woman without a husband has no idea in mind."

However, what seemed to be the most unbearable experience of all for the young women of this area was having to part from their "sworn sisters". They would compose songs expressing their sorrow, but, once separated, they could not, of course, sing together, nor could their voices travel the distances between villages. Some scholars think that the origins of Nushu can be found in the fervent desire to somehow express their feelings to each other, to find a way in which to communicate.

In a further attempt to preserve Nushu for posterity, a dictionary of the language will be published later this year. The dictionary, being compiled by the Yuelu Publishing House, will cover the history, pronunciation, meaning and written style of the characters of Nushu.

For more information about Nushu, go to Orie Endo's "World of Nushu" website at: http://www2.ttcn.ne.jp/~orie/ ■

Jilly Jiu is a freelance writer for La[illegible]age Magazine

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Writing Out the Errors

Steven Donahue compares and contrasts errors made by native English speakers in composition with those by non-native students.

College Errors vs. ESL Errors

Rank	Description	College Students	ESL Students
1	**No Comma After Introductory**	11.5%	2%
Example:	*"Because of the dry weather many fires broke out in the Everglades."*		
2	**Vague Pronoun Reference**	9.8%	.001%
Example:	*"Her mother told her that she was going to shop at the mall."*		
3	**No Comma In Compound**	8.6%	2%
Example:	*"Her pet dog ran away and her little cat was left alone."*		
4	**Wrong Word**	7.8%	12.9%
Example:	*"I admiration the teacher's patient."*		
5	**No Comma in Non-Restrictive**	6.5%	.001%
Example:	*"Some schools test people who are from foreign countries for English proficiency."*		
6	**Wrong/Missing Inflection**	5.9%	7.4%
Example:	*"The doctor gave the childs some toys"*		
7	**Preposition Error**	5.5%	8.1%
Example:	*"I will meet you over my apartment for breakfast."*		
8	**Comma Splice**	5.5%	17.4%
Example:	*"The comet fell in a fiery ball, it burned down half the city."*		
9	**Possessive Apostrophe**	5.1%	.003%
Example:	*"The writers pen is mightier than the swords."*		
10	**Tense Shift**	5.1%	.1%
Example:	*"She went to the library yesterday and reads a book."*		
11	**Unnecessary Person Shift**	4.7%	1%
Example:	*"They enjoy going to the lake where you can swim without clothes."*		
12	**Fragment**	4.2%	5%
Example:	*"The car with a CD-player."*		
13	**Wrong Tense**	3.3%	9%
Example:	*"I watch TV yesterday."*		
14	**Subject-Verb Agreement**	3.2%	2.5%
Example:	*"The teacher speak too loudly."*		
15	**Comma in Series**	2.7%	1%
Example:	*"Getting an 'A' in class requires attendance attention and participation."*		
16	**Pronoun agreement**	2.6%	< 1%
Example:	*"The dog growls when they feel threatened."*		
17	**Comma in Restrictive**	2.4%	< 1%
Example:	*"People, who travel to the United States, should visit New York."*		
18	**Run-On or Fused**	2.4%	5%
Example:	*"Bill Gates is the richest man in the world he is a multi-billionaire."*		
19	**Dangling modifier**	2%	N/A
Example:	*"After dipped under hot water, soap bubbles easily come off the dishes."*		
20	**It/It's Error**	1%	< 1%
Example:	*"Its time to give the dog its bone."*		

Composition teachers can get a sense of whether or not students are native speakers of English by examining the errors that appear in their written papers. For example, this 1865 letter from a Confederate soldier is full of errors that only a native speaker would make:

> *"i hev conkludud that the dam fulishness uv tryin to lick shurmin Had better be stoped. we hav been getting nuthin but hell & lots uv it ever sinse we saw the dam yankys & I am tirde uv it [. . .] Thair thicker an lise on a hen and a dam site ornraier.[1]"*

Compare this with a 19th century journal entry by the French author Stendhal describing his book, *The Charterhouse of Parma*, which is replete with ESL error-types:

> *"The 3 septembre 1838 I had the idea of the char. I beginned after a in Britany. I suppose, on to the Havre. I begined the 4 Nov till 26 december. The 26 dec I send the 6 enormes cahiers to kol. For les fair voir to the bookseller.[2]"*

In a seminal study (published in 1988) of 20,000 college essays collected from teachers across the United States, Robert J. Connors and Andrea A. Lunsford ranked the most frequently occurring formal or grammatical errors among students who were primarily English language speakers. By way of comparison to this study, a random selection of over 200 written essays by ESL students entering the three campuses of Broward Community Colleges in south Florida were collected and reviewed for formal errors. The errors were listed according to the scheme used in the original Connors and Lunsford study. The frequency of ESL formal errors compared to the frequency of college formal errors is shown in the above table.

Not surprisingly, the type of errors between the mainstream American college essayist and the ESL student were marked. While 17% of ESL students experienced Comma Splice difficulties, only 5.5% of the students in the original study demonstrated this problem. Similarly, nearly 22% of the ESL errors could be included in the Wrong or Missing Words category whereas only 7.8% of the native student essays were red-flagged with this fault.

Wrong Tense and Prepositions also accounted for a greater proportion of errors with ESL students as well. Indicating a lack of writing sophistication and length, some of

Connor and Lunsford's top categories were barely reflected in the ESL repertoire of errors, e.g., No Comma After Introductory Element, Vague Pronoun Use, and No Comma in a Compound Sentence.

The table below ranks the top 17 ESL errors that occur on incoming students' written submissions.

Rank	Description	Per Cent
1	Comma Splice	17.4%
2	Wrong Word	12.9%
3	Missing Word	9.2%
4	Wrong Tense	9%
5	Preposition	8.1%
6	Inflection	7.4%
7	Fragment	5%
8	Run-On	5%
9	Capitalization	3.8%
10	Verb Form	3%

Overcoming formal errors represents a challenge for language learners who want to master the conventions of written English. In many ways, written English is a distinct dialect from the spoken tongue. Teachers might better serve ESL students by concentrating on those errors of the "most wanted" category that actually occur in the students' writing rather than trying to explain "native type" writing errors. Teachers and administrators might also think about the following points:

(1) Investing in content that affords ESL learners robust feedback that helps them scaffold to the next level of proficiency;
(2) Updating materials that incorporate cut-to-the-chase heuristics for effective writing;
(3) Funding classroom research, and;
(4) Providing for integration of technology into the writing classroom.

Notes:

1.Quoted in E. Merton Coulter, *The Confederate States of America*, 1861-1865 (Louisiana State University Press, 1950). pp. 549-550

2. From *Genius Con Brio* a review by Bernard Knox of *The Charterhouse of Parma* by Stendhal, translated by Richard Howard. The Modern Library (1999). In The New York Review. Sept. 23, 1999

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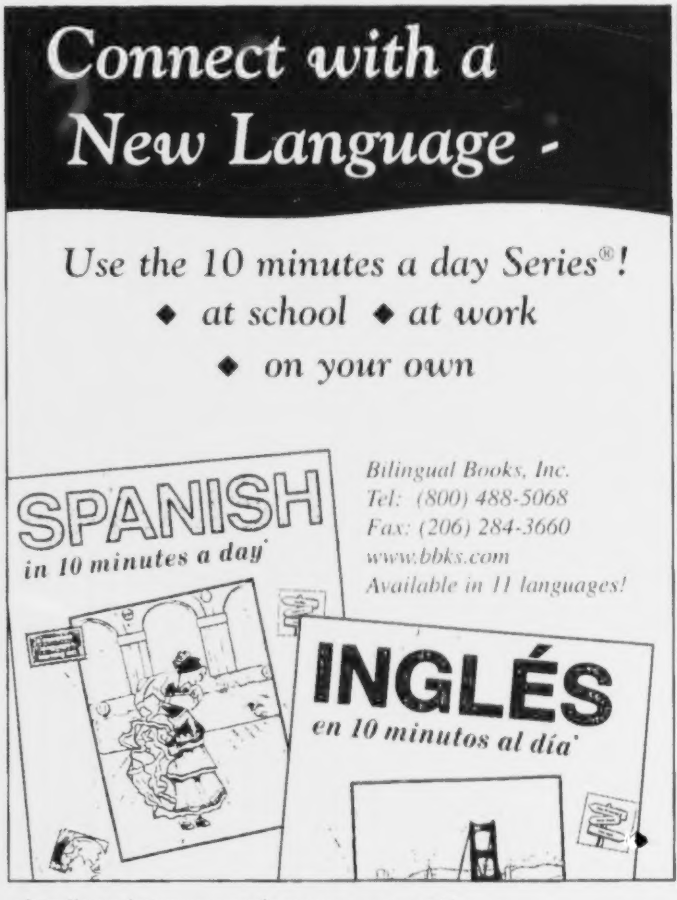
Professor Steven Donahue teaches ESL and pronunciation in South Florida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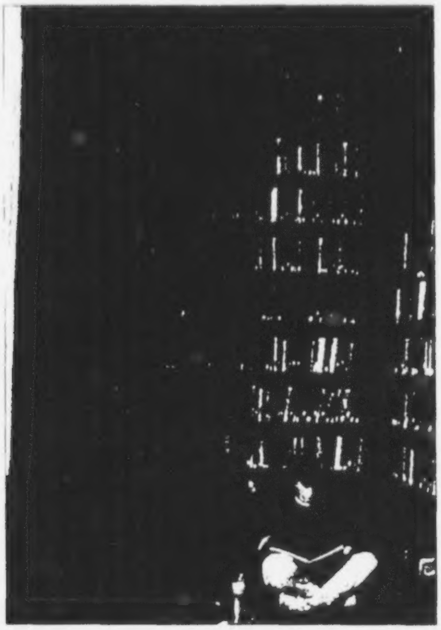
Cultural Key to Comprehension



Hans Straub argues that international students require a deeper cultural understanding before they arrive at institutions of higher education.

When I first began teaching ESL, it hardly occurred to me that students were reading English texts without really comprehending content as I understood it. They were doing well on basic "main idea" and factual information questions, so everything seemed to be OK. However, at a later date, when I began asking them to paraphrase content, there was a chasm between what my students understood and the actual message of the texts, despite the fact that my students were almost fluent in English. This was especially noticeable in academic English.

I knew the problem was significant because many of my students were preparing to enter American universities. It became clear they would not survive anything other than technical subjects, and they would have problems with those. Moreover, my colleagues in the college preparatory program were as nonplussed about is as I was, about what to do.

As an approach to understanding the situation my students were in, I sought to find out how information is taken into the mind and made sense of, how it is processed and made meaningful. What information is selected, how is it selected, and how is it incorporated into our worldview? What governs the process of meaning-making? It seemed to me the difficulty was not in the language, but in what the language represented—concepts that were unknown to my students.

I found that understanding a text depends a lot on what is already known about a subject. Hence, these days we ask students what they already know about a topic before we begin reading. However, there is a lot that foreign students don't know anything about, or what they know is more myth than fact. This is especially so in the case of students from predominantly oral cultures, where information (or prejudices and myths) is passed from one mouth to the other as though it were truth. It is also the case in literate cultures where there is an information deficit, where access to modern information is restricted. Even where information is readily available, those who are looking for accurate information often are not trained in how to evaluate it or put it into some perspective. They simply lack background and analytical skills.

But, let's go into some concepts governing the taking in and processing of information so that we may better understand why misreading of texts occurs. In cognitive psychology, the information already stored in our heads is called schemata, the plural of schema. There may be a schema called History of America, or one called Western Philosophy—whatever—it can be most any subject, but no matter what is taken into the mind, the new info' looks for related impressions or ideas onto which to graft itself to build up a bigger, more complex structure of knowledge. Failure to find schemata with which to link up, or linking up to faulty schemata, ends up in miscomprehension. The new data just doesn't register or, worse still, it attaches itself to stereotypes, myths, prejudices and misconceptions to build yet more faulty systems. The result is that by the time a student is ready to leave home, he has so many erroneous impressions in his mind that nothing experienced abroad is going to make much sense.

Once enrolled in US colleges, our students have trouble with new ideas and concepts. They have difficulty relating acquired information to what they already know, or new information falls onto unfertile ground. So, how can teachers help students before they enter academia in the USA?

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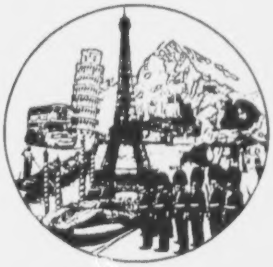

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The answer that suggests itself would be to give students some essential foundations for understanding. But, which schemata can we impart? We can't cover all of the disciplines they may need, can't prepare them for every eventuality. True enough.

But, we can give them some basics necessary for an American education so that they might begin to help themselves and avoid piling information on shifting sands. What we need to teach them is a degree of rational information processing, and some details about Western education.

As most foreign students enter disciplines such as business management, engineering, medicine, and the like, it would seem that the rational/scientific mode of thought is a prerequisite. Yet, in many cultures, such dry, analytical thinking is unusual. In native educational settings, students often receive little exposure to what we call abstract or critical thought, the *Is it really true?* and *What if...?* type of thinking. Instead, they are required to memorize data, not play with or question it, or to draw inferences. They are seldom taught to collect information, organize it into categories, then to form a train of ideas governed by a thesis.

Yet, this is what will be expected of them in Western universities. So, the mother of all schemata we need to inculcate in our students is elementary. It will form the disciplined mind with which to grapple with whatever field they enter at college.

Preparation for post-secondary study needs to begin before the student hits the ground in another culture. He needs to learn a degree of skepticism; needs to learn to question sources of information; needs to distinguish fact from opinion. Students can be encouraged to ask questions and to challenge assertions made by the teacher. They need to be taught how to phrase questions. Are they asking a question involving facts, about sources of facts, or about how the teacher came to form a particular opinion? Students all too often take teachers' opinions as truth and do not know how the teacher arrived at his impressions. Knowing how to phrase a question to the teacher politely can give students insights into the reasoning behind opinions. And, it can prepare them to ask questions of their future teachers in America.

Any student going into the sciences needs to practice linear thinking. This means seeing relationships of cause and effect. Using literary texts, teachers can ask students to trace the causal pattern of events in a story.

How does one thing lead to another? Where are the critical points where actions could have followed another course? How and when do characters undergo a change? They can also be asked to argue unpopular points of view. As an example, I have students argue for the maintenance of apartheid as a system. They don't have to subscribe to a perspective to exercise their rational thinking skills.

To acquaint students with academic writing (and thinking), structures of ideas (topic, thesis, development, support, transitions, conclusion) can be examined in texts. The student ought to become aware of how rational thought is structured, and then he should learn to duplicate the pattern.

One way of achieving this is by reading and composing reports, summaries, and essays according to norms set by Western universities.

As for helping students with content of readings, I find it helpful to ask learners to orally paraphrase what they have read. Having a Q-A session pinpoints the lack of comprehension of a text. Ask students to recapitulate what the author has said. Much misinterpretation in reading is due to lack of schemata rather than to difficulty with the grammar. When students don't understand the subject matter of a passage, explain it to them. For instance, I often find TOEFL preparation students able to answer content questions without being able to explain what the passage was about. What is lacking is familiarity with the subject matter. Explain it to them.

One approach to gaining access to unfamiliar material found in ESL readings is cultural. Once the teacher becomes aware that cultural assumptions and values are inherent in what is written, he or she can use that knowledge to explain material to the students. For example, many EAP passages deal with social problems in the developed world.

Crime, pollution, over population, you name it; we see it as a problem. In fact, we seem to see all of life as a problem to be solved, and solved rationally at that. However, not all cultures see the world this way, and it may strike students as peculiar that Westerners would regard life as problematic. Where other cultures see Fate at work, we see a problem to be solved. Where does this attitude come from? Here the teacher might draw on the importance of rationalism, problem solving, a scientific approach to life which informs the Western worldview. Giving students an insight into the Western mind may help them to come to grips with reading material. They will be able to put content into a larger, cultural context.

Of course, for the language teacher to help students with cultural background, he or she has to have access to such schemata. This entails a certain degree of training. Instructors interested in American values might refer to *American Ways* by Gary Althen (Intercultural Press) as a start. Here, American values and assumptions, ways of reasoning, and many other aspects of US culture are discussed.

Learning a language entails more than knowledge of grammatical structure. Language expresses thought, and thought is a product of cultural worldviews. Acquiring insights into the way participants of a culture see reality will enable teachers and students to read between the lines and experience the text on a deeper level. For university bound students, this surely is worth acquiring. ■

Cultural understanding gives international students the context they need.

Hans W. Straub is ABD in English. He is a Canadian who has taught ESL and EAP in Canada, the Far East, Europe, and Mexico. Currently he is working in the Middle East in intercultural communication course design and academic preparation.

David McMurray applauds new attitudes to English language acquisition in Japan's elementary schools but cautions that reforms must be backed by adequate funding.

English Flowers in the Spring

In April, Japanese students returning to elementary school classrooms walked under pink cherry blossoms and wore school uniforms much the same as their parents did. They walked single file in groups of seven or eight students: the taller, older ones (known as *sempai*) leading the way for their young followers (*kohai*). Their routes to school were identical to the ones taken last year. The white-shirted small boys wearing dark blue shorts carried black satchels filled with books and the girls in blue dresses and white blouses lifted red ones onto their backs. These school trains continued for a few weeks whereupon the younger students were told it was safe enough to go by themselves.

When this year's crop of elementary school children arrived at school, however, they found major changes in their curricular routine. In a major shift in primary education and language policy, the Japanese Ministry of Education, Culture, Science and Technology, (*Monbukagakusho* or MEXT) trimmed the content requirements of courses such as math and sciences to make room for English language activities. Elementary schools have been instructed to base the new general program on the perceived interests and curiosity of children. There are no prescribed linguistic goals, no pre-approved books, and no list of required words to teach. Homeroom teachers, whether or not they have been trained in EFL, have been designated to take on the task of conducting the English activities. Teachers are encouraged to design and devise lessons to create an environment where students can say what they want in English. In its first year, over 10,000 of the 24,000 public elementary schools opted to pursue teaching these suggested English activities. MEXT hopes that number and the frequency of lessons per week will increase over the next few years.

While the government wants more English taught in elementary schools, there appears to be a problem with adequate levels of funding and finding time for training. Some school principals have directed staff to teach other things of general interest to their students such as environmental and global issues without emphasizing foreign languages.

It has taken a long time for Japan to finally decide that English was safe for children as early as the third grade. In previous years, English instruction began at age 12 in junior high schools. Behind the Japanese drive to introduce English as a foreign language at earlier ages is the assumption that younger is better—a child who begins to learn English at age eight should be more proficient than a child who begins at age 12. In much the same way that Japanese corporations closely watch entrepreneurial foreign companies introducing new products before coming up with higher quality (and usually more successful) versions themselves, Japan watched its neighbors to check on their experiments with elementary English language education. In Asia, English is being introduced as a compulsory subject as early as 5 years with classroom instruction vary-

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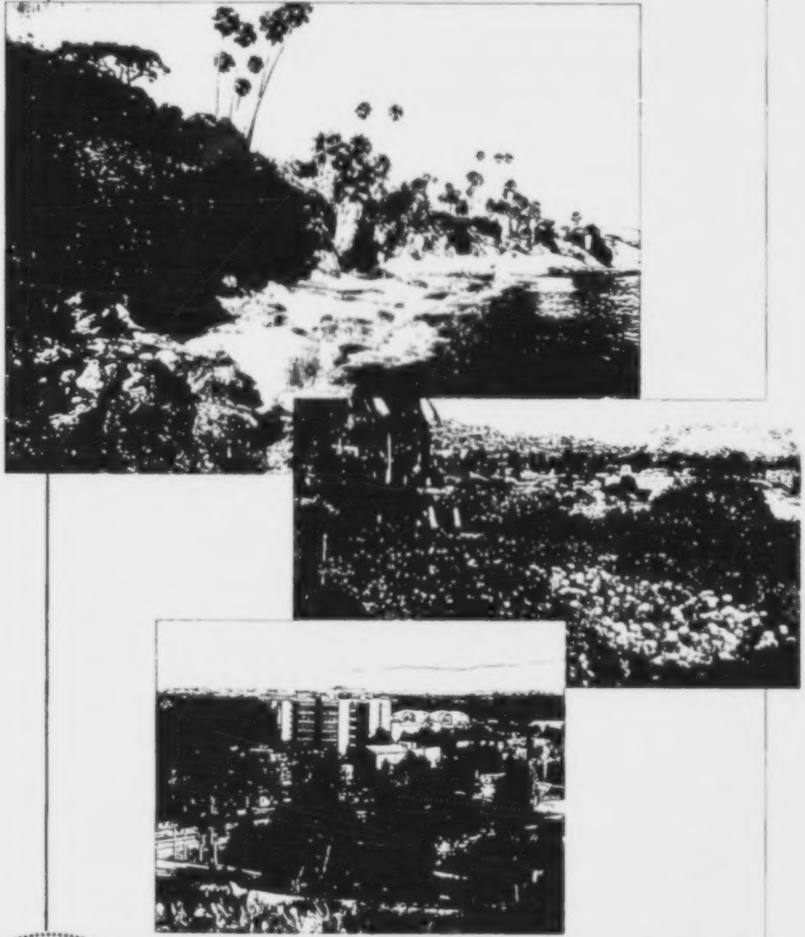

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ing from 40 to 120 minutes per week. In the Philippines, children have been immersed in English from the first school year since the end of World War II and have become one of the strongest Asian performers in TOEFL. In Thailand, a 1997 Constitutional Charter paved the way for all citizens to receive at least 12 years of education, 6 years of which are in primary education with English classes.

The Asian economic crisis of 1997 curtailed many training programs for elementary teachers. In Indonesia, elementary school teachers of non-English subjects were assigned as English teachers without training, resources or support. In Korea, a 1999 curriculum change provided the basis for introducing English education into elementary education. EFL teacher-training institutions only required trainees to gain 140-156 credits in order to be licensed to teach English. In September 2001, the Ministry of Education in Taiwan enacted its formal decision to teach English from fifth grade in primary schools. Over 6,000 trained teachers were needed—the costs of tuition were met by attracting prospective primary school teachers from the ranks of fresh college graduates.

"Hong Kong, Singapore and the Philippines have managed to develop their own credible varieties of Englishes, Japanese pidgin English and 'Japlish' are still considered pejorative terms for the variety of English associated with Japan."

Two major reasons underlie the Japanese elementary education strategy of implementing a general course of English and freeing up weekends for activities based on the perceived interests and curiosity of children. First, Japan hopes to create a positive image around the globe for its English and global studies programs. Whereas Hong Kong, Singapore and the Philippines have managed to develop their own credible varieties of Englishes, Japanese pidgin English and "Japlish" are still considered pejorative terms for the variety of English associated with Japan. Second, Japan would like to foster more innovation and creativity in its schools where routine has been institutionalized. Japanese culture traditionally puts less emphasis on individual than group accomplishments so classroom teachers in Japan have not expected their students to develop a novel approach or contribution and instead fostered memorization.

In some of the new elementary classrooms of 2002, teachers are trying out movement-centered curricula with multicultural components. Teachers are sharing folk tales and folk dances from around Asia. While guiding conversations, they try to draw students into asking about the world about them. Some schools are hiring American, Filipina, Korean and Chinese mothers who speak in English: their multicultural flavor adds to the purpose of studying English as a

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Big Fat Cat Helps English Learners

Many Asian publishers are producing textbooks aimed at specific English language markets. **Rob Tennant** takes a look at some of the best sellers.

AN ENGLISH LANGUAGE textbook with the unlikely title *Biggu Fatto Catto no Sekaiichi Kantan na Eigo no Hon* ("Big Fat Cat's World's Easiest English Textbook") has taken Japan by storm. Published at the end of last year, *Biggu Fatto Catto* sold about 500,000 copies in its first month on the shelves. By the end of February, it had sold more than 800,000 copies.

According to Professor Atsuko Mukoyama, who wrote the book with her son, Takahiko, *Big Fat Cat*'s success can be attributed to its simplicity.

Mukoyama, an English literature professor at Baiko Gakuin University, believes that English is one of the easiest languages to learn in the world. To help learners get to grips with English, she has simplified grammar to its basic pattern of SVO (subject, verb, object), which makes up 70 to 80 percent of English sentences. Mukoyama says that complicated sentences are just variations of this basic pattern.

The book, published by Gentosha, is characterized by the use of simple Japanese and avoidance of grammatical terms such as noun, verb, adjective and article. By using the Big Fat Cat as the book's subject, Mukoyama introduces various grammatical patterns and simplifies sentence structures.

Mukoyama says that she feels sorry for Japanese English learners who cannot appreciate how interesting it is to learn a foreign language as a result of having been taught too much grammar.

She says that after learning basic English sentence structures, the best way to master English is to read a lot of good English-language books. At the end of the book, she introduces a number of interesting books, ranked according to difficulty.

Mukoyama, who lived in the United States for 20 years after learning English in Japan, feels strongly that basic grammar knowledge is necessary for adults to learn a foreign language but that it is meaningless only to learn grammar. She thinks that reading a lot of books is an effective way to accumulate English expressions and understand usage.

Mukoyama says that she gave the book such an interesting title so that people, who had given up on English, would pick up the book and try to learn the language again.

Thai Smile for Teacher Kate

English instruction books by Teacher Kate (Netpreeya Chumchaiyo) have been best sellers for more than a year in Thailand. Netpreeya has written three books: *Learning English But Cannot Talk, Volumes 1* and *2*, and *Why Not Be Successful in Practising English Skill*. All are on the top 10 lists at Bangkok bookstores.

According to a spokesperson for Sudsapda Publishing, the Teacher Kate titles have set local records for print runs. She said the Teacher Kate series had gone into 35 printings for the first volume, or a total of 162,300 copies. There have been 28 printings of the second volume, or 135,600 copies, since late 2000. It also published 18 editions or 93,000 copies of the latest title released in mid-2001.

All told, 390,000 books have been sold by Netpreeya, a Department of Export Promotion official who teaches English by relating her own experiences while studying abroad in order to inspire people to learn the language.

An executive at Sudsapda Publishing said language-learning textbooks were successful due to the simple presentation of techniques, so readers enjoyed learning.

The company recently launched a new book aimed at French learners, *Learn Love Language Style France*, by Kanchana Jivakidakarn. ■

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global language. The experiential learning model has come to the fore, and young learners are invited to experience, observe, conceptualize, and experiment in their lessons. TPR methods (total physical response) involving lots of physical movement in the classroom tied to English learning are popular. On visiting day, parents are invited to join in BINGO singing and other vocabulary games.

While many teachers emphasize the plethora of English words that exist in the Japanese language as *katakana* forms, others point out to their students how English has borrowed from the Japanese such as *origami, bonsai, haiku, Gameboy,* and *Pokemon*. In an interesting global tug-of-war over *haiku* poetry—commonly taught to children in British, European and North American schools—teachers in Japan are introducing the well-known poetic form in English to their students. When students find out that children their age in America, Britain, France are also learning about *haiku* in their classrooms they can become really inspired. Providing children with the necessary language tools to capture in a poem what they see and feel is proving to be a rewarding experience for both the teacher and student.

For example, most children are curious about the bugs, small animals, and wildflowers they come across in parks and school yards, and will watch or toy with these natural wonders for hours on end. This ability to closely observe nature means they have likely witnessed images that could be formed into an interesting piece of poetic literature. The brevity of *haiku* lends itself to a 10-minute "chunk" of a lesson plan or a warm up. One ingenious teacher introduced the question "What is it?" to students playing a game about insects, with a *haiku*. The following contest-winning poem with its third line missing, composed by a 9-year old boy in a grade 3 class was read out:

Cast a magic spell
on a pansy and it becomes

————————

The teacher acted out some Harry Potter-like wizardry and showed the students three pictures used in the main lesson that day: a rabbit, an ant, and a butterfly. The students were asked, "What is it?" and afterwards quickly drew a picture of a pansy on the board to show how it can look like the wings of a butterfly. Witnessing these kinds of activities bodes well for the future of English in Japan.

English classes for younger children should improve standards.

Now that English has been introduced in the elementary school curriculum secondary school teachers are wondering what will become of their courses. Where once the junior high school teacher could start from teaching the ABCs and in effect paint on a fresh canvas, they now wonder what level of ability and motivation their new recruits are going to have. Junior high school teachers may have to deal with an influx of students with a very poor level of English, and more frightening, perhaps poor attitudes toward English if the students had bad experiences in elementary school. Elementary school teachers are not using textbooks, many of the homeroom teachers and the mothers recruited to teach are not adequately and appropriately trained teachers of English, therefore the experience may be negative and the results counter-productive to the goals of improving English and stimulating creativity. All children possess the potential for considerable creativity, but it diminishes as they tire of a particular line of questioning and as they grow older. Rigid education and the imposition of standards too early are frequently cited as the culprits in a child's loss in creativity.

After 10 years of continuing economic woe in Japan, funding is also a major worry—if resources for English language instruction are switched from the secondary to the elementary level the result could be a noticeable decline in the standard of English. ■

David McMurray is an associate professor of intercultural studies at The International University of Kagoshima in Japan, where he supervises English student teachers in training. He is editor of the weekly Asahi Haikuist Network column in the *International Herald Tribune Asahi* newspaper and invites teachers and students of all ages to publish their haiku poetry at http://www.asahi.com/english/haiku

Testing for the New Millennium

Major changes are happening in the world of EFL/ESL testing, mainly as a result of developments in computerized assessment. ***Language Magazine*** tells you what to expect.

Roll-out of Next Generation, Communicative TOEFL

After a decade of research and planning, Educational Testing Service (ETS) has begun a three-phase introduction of the next generation of the computer-based Test of English as a Foreign Language (TOEFL) to English language instructors, students, and score users around the world.

The introduction coincides with ETS's new policy of "Reconnecting Assessment with Instruction and Learning", which Marilyn Rymniak, executive director of the TOEFL program, says will include a "focus on the development of non-native teachers." The next generation of computer-based TOEFL (officially known as CBT2 or often referred to as "New TOEFL") will premier in 2004. ETS claims that it has been designed to identify the best way to build and assess the communicative English skills test takers need at the university level and in their professional careers. The exam will more closely reflect the speaking, listening, reading and writing skills needed for lifelong success.

The first of the three-phase roll-out begins September 2002, when the TOEFL program unveils LanguEdge™ Courseware, a CD-ROM instructional tool that will give students a glimpse of the next generation of TOEFL. Instructors in English language classes can use LanguEdge™ Courseware to help their students build and assess communicative English skills. "LanguEdge Courseware will help teachers of English understand what the next generation of TOEFL will be assessing," explains Rymniak.

"It is also a professional development tool for teachers so they can develop their own skills, such as rating English assessments holistically and using new scales to rate performance on the speaking and writing activities in their classrooms. We want everyone—teachers, students, and score users to be familiar with the next generation of TOEFL."

The second phase will begin in 2003, when officials will introduce a new TOEFL speaking test. Then, in 2004, the next generation of TOEFL, TOEFL CBT2 with integrated skills, will be unveiled. The new test will feature separate scores for listening, speech, reading and writing.

"The current style of English language tests served non-English speakers well for many years, but times have changed and communication needs dictate that we move to the next generation of TOEFL," Rymniak says. "Colleges and universities are demanding English language tests that match the dynamic and interactive nature of their campuses. They want tests that utilize real-life communication scenarios, not just vocabulary, reading, and speaking tests."

The new version of the TOEFL test is designed to simulate real language experience at a university. "We want to have students perform tasks they typically would have to do in a classroom—such as engaging in a conversation that an academic advisor might have with fellow students—in order to test how they can actually communicate in an academic setting," Rymniak says.

New Test Uses Corpus of 1.65 Million Words

For the new test, ETS is using language, content and contexts from a spoken and written corpus of 1.65 million words gathered from various educational institutions in different regions of the United States. Language samples were collected at both undergraduate and graduate levels, through excerpts from textbooks as well as recorded lectures and labs, office hours, service encounters, and student interactions. The corpus has six major categories: business, education, humanities, engineering, natural sciences, and socialstudies—typically the disciplines that international students choose when they study in the United States.

In response to *Language Magazine*'s concerns about transition to the new test and scoring system, Marilyn Rymniak confirmed that the old scoring system will run in tandem with the new, and also reaffirmed ETS's commitment to the continuation of the paper-based TOEFL in those areas where computer-based testing is not practical.

Some Asian CBT Sites to Close

A number of ETS computer-based testing (CBT) sites in Asia will close down as ETS reorganizes and refocuses its international operations.

To ensure continuity of service, ETS will establish paper-based testing centers at educational organizations such as colleges, universities, schools and advising centers in the affected areas. Less than 15 percent of international test takers are affected by the change.

These new paper-based test sites coupled with the remaining CBT sites internationally will ensure that test takers in all areas will continue to have access to the exams delivered by ETS.

The international sites selected for closing had extremely low testing volumes, with some sites operating only a few days a week.

"As a best practice, ETS continually monitors testing trends to ensure that our services are being delivered as strategically and as cost-effectively as possible," explained ETS president Kurt Landgraf. "Our research shows that 80 percent of our international test takers are being served by 20 percent of our centers. ETS cannot continue to operate centers without test takers to support them, so we're centralizing operations at nearby colleges, universities and schools. We remain committed to computer-based testing as an effective delivery method, and to providing test takers with access to the exams delivered by ETS."

"Whether delivered at a computer center, at an institution on paper, or by a mobile testing operation, our world-class testing products and services will continue to serve individuals, schools, colleges, and businesses," Mr. Landgraf continued. "We have enhanced versions of our tests coming out in the future as well as new online services and products that measure knowledge, promote learning, and improve performance."

The cut in foreign testing centers comes as part of ETS's contract renegotiation with Thomson Prometric, the company that administers computerized exams for ETS.

"Through the years, ETS and Prometric have partnered with the single focus of delivering the most effective and efficient computer-based testing services available to ETS candidates around the world," said Michael Brannick, Prometric president and chief executive officer. "The changes are in complete alignment with the needs of the test taker and the long-standing and on-going business partnership between ETS and Prometric," he said.

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TOEIC Bridging Language Gaps in Taiwan

In April, over 5,000 students in Taiwan sat down to take the TOEIC (Test of English for International Communication) Bridge test –an English-proficiency test designed for programs with beginning and intermediate learners. The test measures emerging competence for people, age 14 and up, who use English in everyday life.

The TOEIC Bridge aims to measure a student's functional English language proficiency, but is significantly easier than the regular TOEIC or the TOEFL. The test is only one hour long and it is multiple choice, with one section devoted to listening comprehension and the other section testing reading comprehension.

"One of the great benefits of the TOEIC Bridge Test is that the comparison scores give learners en effective way to determine which factors they should focus on for improving their level of proficiency," said Carolyn Lee, sales and marketing manager of Chun Shin Ltd., the authorized representative in charge of Taiwan's TOEIC exams. The test is prepared by The Chauncey Group International Ltd., a subsidiary of Educational Testing Service (ETS).

The maximum score on the test is 180. Lee said junior high school graduates should score above 130, while high school graduates should score above 160. A score of 160 is equivalent to a score of 460 on the TOEFL.

Lee said analysis of the test's results will be released in June.

"Then we will be able to compare the English proficiency level of local students with students from other non-native English speaking countries," she said.

> "The good thing about the ICS is that the tests are not based on any particular syllabus but rather on the creative and critical thinking skills the students at that level would have acquired."

ACT Introduces Internet Writing Evaluation

ACT's new e-Write direct writing assessment is now available in their COMPASS/ESL program. COMPASS is a comprehensive computer adaptive testing system used primarily in Community Colleges to place students in appropriate courses and to provide information for academic counseling. COMPASS tests in three areas: mathematics, reading and writing skills. The ESL portion includes three measures for ESL placement: grammar/usage, reading and listening.

COMPASS e-Write is delivered via the Internet, using cutting edge scoring technology. Each student's writing sample is scored on the basis of a scoring rubric that evaluates writing capability. That rubric includes focus, content, organization, style and mechanical conventions.

ACT developed e-Write with Vantage Learning Technologies using an artificial intelligence system called the Intellimetric Essay Scoring Engine and a unique modeling approach. Using hundreds of student writing samples and applying ACT's scoring rubric, they "trained" the Intellimetric system to score writing samples accurately and rapidly according to the rubric categories. COMPASS e-Write reports a single overall score and feedback about student proficiency in the writing categories. Colleges have the option of using e-Write or using two trained raters to hand-score the writing tests. The e-Write results are available immediately and the hand-scored results are available within five days.

Do you have any questions about the next generation of TOEFL?

Language Magazine is organizing an exclusive question and answer session with Marilyn J. Rymniak, executive director of the TOEFL program, for its readers worldwide.

Simply send your questions to editor@languagemagazine.com and they will be posed to ETS. The most frequently asked questions (and answers) will be published in an upcoming edition of *Language Magazine*.

New Test Gains Ground in Malaysia

There are many internationally recognized tests like the TOEFL used for entry into tertiary institutions. A relative newcomer to Asia is the one set by the University of New South Wales (UNSW), Australia. Offered as "International Competitions for Schools" (ICS) and organized by the Education Testing Centre (ETC) of UNSW, the test aims to provide a standard educational measurement and assessment service for students in the Asia-Pacific region.

"In 1999, we started with about 1,000 candidates and in 2000, the figure rose to 4,500. But last year, there were about 12,000 students in the country who sat for the tests," says David Lim, education and business development manager for Pacific Winner, administrator of the competitions in Malaysia.

According to Lim, "The good thing about the ICS is that the tests are not based on any particular syllabus but rather on the creative and critical thinking skills the students at that level would have acquired," says Lim.

"The questions are set by ETC which had conducted research on the types of skills students at various levels should possess. All of the questions are multiple-choice which do not have direct answers."

Besides creative and critical thinking skills, students are also tested in other areas related to the subject. The English papers, for example, also test students on their reading comprehension, document and data analysis, interpretation, vocabulary, language use, spelling, idioms and punctuation. Lim assures students that being weak in the English language is not a handicap when competing in the ICS since the tests do not focus on language skills but instead on creative and critical thinking ability.

"Students from Chinese schools who are generally weak in the English language actually scored better than students from the private schools in last year's competitions," he says. In addition to a certificate and a report, the best student in each country in each subject is awarded a University of New South Wales medal and a cash prize. ■

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MAPLE LEAF RAP

Jack Chambers explains how separate waves of immigration influenced Canadian English usage.

Canada is a nation of immigrants—a fact obvious to anyone visiting Canada's largest cities. In Toronto, almost one in three people (32%) speak a native language other than English or French, Canada's official languages. Immigrant language speakers are also found in Vancouver (27%), Winnipeg (21%), and Montreal (17%).

In New World countries, almost everyone is a part of an immigrant group. In Canada, we have groups known as First Nations, the Inuit and Indians, who have the best claim for being non-immigrants, not because they were always here but because their immigrations took place prehistorically. In terms of numbers, there are 207,280 First Nations people (using mother tongue figures), which amounts to about one in every 145,000 Canadians. The other 30 million people are immigrants and the descendents of immigrants.

The language mix in Canada is the result of two distinct immigration waves in the twentieth century that peaked around 1910 and 1960. These waves brought with them thousands of people speaking languages including Chinese, Italian, German, Polish, Spanish, Portuguese, Punjabi, Ukrainian, Arabic, Dutch, Tagalog and Greek—the top 12 immigrant groups in the 2001 census.

Until the twentieth century, Canada's population was formed mostly from two earlier immigration waves. The first began in 1776 and reached its peak in 1793. These immigrants came from the Thirteen Colonies—forerunner of the USA—and are known in Canadian history as Loyalists because they chose to keep their allegiance to England after the American Revolution.

The British government of Canada feared that the colonists might harbor pro-republican sentiments because, as Loyalists, they had American ancestry. These fears increased with the American invasion of Canada in the War of 1812 so British and Irish immigrants were encouraged to emigrate to Canada—even though the Canadians showed no signs of defecting to the American side and had defended their borders vigorously. This second wave began around 1815 and reached its peak in 1850, bringing thousands of immigrants from England, Scotland and Ireland.

Both sets of immigrants came principally from English-speaking countries but later immigrants came mainly from central Europe at first and Asia later. These people brought with them more diverse cultural, ethnic and racial backgrounds. With their arrival, Canada's original Anglo-Celtic hegemony became only one of numerous tiles in a colorful mosaic. The new immigrants spoke their own languages at home and in their communities, but they learned English (or French in Quebec) in order to get along in the workplace, go to school, or read the daily newspaper.

In terms of language, these are the two types of immigrants. Newcomers who

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arrive speaking languages already intelligible to the home population are DIALECT/ ACCENT (DA) immigrants, and those with languages unintelligible to the natives are SECOND-LANGUAGE (SL) immigrants. Normally, immigration waves bring the two kinds together, but in Canada they arrived in succession, one after the other.

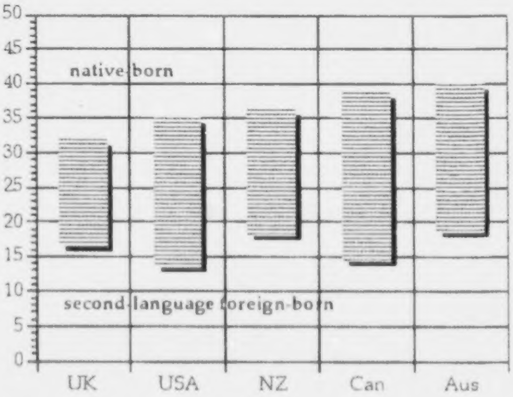
Just as skin color separates people into "visible minorities", SL immigrants are "audible minorities". I can remember, as a youngster, hearing older people in my hometown grumble when they overheard a foreign language spoken on the street. "This is Canada," one old man said. "Why can't they talk like everyone else?" Some people believed that people with foreign accents could not be employed as salespeople, teachers, bank tellers, or the like, simply because they had an accent. Attitudes like these, we now know, were just reflex reactions to what was a fairly sudden social change. People were not used to hearing foreign languages on their streets and reacted to them out of ignorance or fear.

I discovered that these attitudes also affected the DA immigrants arriving in the 1800s. Even though their language was intelligible to the locals, they sounded different—sometimes very different—and those differences in accent and dialect were also portents of social changes. One immigrant from England wrote a book about her immigrant experience in 1851, and in it she described the Canadian recruiting officer as speaking with "a drawling vulgar voice." "He spoke with such a twang," she said, "that I could not bear to look at him or listen to him." Predictably, the woman had a miserable time of it in her adopted country. In this same period, many advertisements for jobs carried the standard line "No Englishman need apply."

One difference between DA immigrants and SL immigrants is the Literacy Gap. Usually, native speakers and DA immigrants have developed their literacy skills from an early age whereas SL immigrants typically arrive in their new country unable to read and write in the home language, or with very limited fluency in it. The extent of this disadvantage for SL immigrants is illustrated by comparative data from the International Adult Literacy Survey, a standardized test applied in 22 nations to determine proficiency rates. The survey is complex and multi-faceted, but what is most important here is that it tests both native-born and second-language foreign-born citizens in each country. The discrepancy between the proficiency scores for these two groups constitutes the Literacy Gap.

The figure (see above), illustrates the Literacy Gap in five English-speaking countries: United Kingdom, United States, New Zealand, Canada and Australia. The percentages are for the median proficiency level (level 3, where 5 is the highest), roughly appropriate for senior high-school students. I selected these five countries because they are all English language dominant and happen to fall into the middle group among the nations surveyed. The bars indicate the proportion of citizens who attain this median level of proficiency in the test, and the length of the bar shows the discrepancy between the native-born and the SL immigrants at that level. In Canada, for instance, 39% of native-born people attained this proficiency level but only 14% of SL immigrants achieved it. The figure clearly shows that the Gap exists in every country, and that it is never less than 15%.

The Literacy Gap—literacy proficiency in five English-speaking countries for native-born citizens (top of bar) and for foreign-born citizens who are speakers of a second language (bottom of bar).



SL immigrants clearly find themselves at a disadvantage in terms of literacy compared to both DA immigrants and long-term citizens. As literacy is a vital economic and social tool, minimizing the Literacy Gap should be regarded as a social obligation of governments and educators. In Canada, this obligation is discharged by providing free ESL classes in immigrant communities. But, despite these efforts, the Literacy Gap remains wide—we must continually strive to find new and improved ways to make these classes attractive and to make lessons more effective. Of course, the Literacy Gap can never be wiped out entirely because adult learners are not capable of gaining second-language proficiency that matches their first-language competence.

For both DA immigrants and SL immigrants, the English dialect and accent they hear their children speaking is markedly Canadian in many ways. Their children will refer to sneakers as *running shoes*, to obsequious classmates as *browners*, and to colored pencils as *pencil crayons*. When they say that *the sun shone*, they will rhyme shone with

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gone (not with bone). They will have the same vowel in both *Don* and *Dawn*, so that it is impossible to tell by their pronunciation whether they are talking about a boy or a girl; and they will have that same vowel in pairs like *cot* and *caught*, *knotty* and *naughty*, *stock* and *stalk*, and all similar words.

They will have a long, low diphthong in *houses* but a short, high one in *house*, the phenomenon called Canadian Raising, and when they say *about the house* some Americans will think they have said *aboot the hoos*.

In other respects, their Canadian accents will share traits with their nearest neighbors, Americans from the inland north and the upper Midwest. All of them, for instance, refer to shops as *stores*, say they are sick not only when they are nauseous but also when they have the measles, and call the front and the back of cars the *hood* and the trunk (not the *bonnet* and the *boot*). They all rhyme *can't* with *ant* (not with want), and pronounce *r* wherever it is written, as in *car* and *card*.

These similarities with neighboring American accents mark Canadian English as one of the branches of North American English. Like most of the accents in the United States, Canadian English descends ultimately from eighteenth century varieties spoken in England at the time of the early settlers on this continent. The Canadian peculiarities, like Canadian Raising, show that it has been independent long enough to develop some traits of its own, just as varieties in New England, New York City, Texas and other regions have developed traits of their own.

It should be a source of wonder that the origins of Canadian English remain audible today. After all, its entire history consists of layer after layer of other accents and dialects being imported into its territory and co-existing with it for a while. And here is the final similarity between DA immigrants and SL immigrants. For both of them, when their children go out to play with local kids and go to school with them, the children return home sounding like their playmates and classmates. The Chinese children in 1999 came home sounding like the third-generation Italo-Canadians in their class, whose grandparents in 1949, when they were children, had come home sounding like the third-generation Scottish-Canadians, whose own grandparents in 1899 had come home sounding like the third-generation Anglo-Canadians, and so on, back to the children of the Loyalists.

The linguistic character of the dialect gets established early, starting with the speech of the offspring of the founders, the first native generation.

Once it is established, successive generations can exert only mild, and minor, influences. Basically, the next generation always sounds much like the one immediately before it.

The net result is a common linguistic identity linking each generation with the next. And the social purpose of that linguistic identity seems to be to engender the sense of communal belonging in a deep, subconscious way.

That sense of belonging apparently hardens in some people into a proprietary feeling, and that sometimes leads them to wonder aloud why the new immigrants can't just talk like the rest of us. ■

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Jack Chambers, Professor of Linguistics, University of Toronto.

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SPANISH

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Terrell, Andrade, Egasse and Muñoz

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Vistazos: Un curso breve
VanPatten, Lee and Ballman

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Nachalo Book 2, 2/E
Lubensky, Ervin, McLellan, Jarvis

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Siskin, Williams-Gascon and Field

Deux mondes: A communicative Approach, 4/E
Terrell, Rogers, Kerr and Spielmann

Rendez-vous: An Invitation to French, 6/E
Muyskens, Omaggio, Hadley

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A NEW SECOND LANGUAGE PERSPECTIVE

New Perspectives on Grammar Teaching in Second Language Classrooms
Eli Hinkel & Sandra Fotos (Eds.);
Lawrence Erlbaum Associates; 288pp; $29.95

OUR ESL DEPARTMENT has been recently trying to write new/revised course objectives for its three grammar elective classes.

What we initially thought to be a routine task turned into an extended and often spirited debate about the role of grammar in ESL programs, what sorts of structures should/should not be taught at certain levels, why students can't seem to use grammar effectively in writing even when they've studied it very diligently, why so few grammar books provide enough contextualized analysis of "real usage" in spoken and written discourse, etc.

New Perspectives on Grammar Teaching in Second Language Classrooms is a welcome addition to the ongoing discussion of how to best teach grammar in ESL/EFL contexts. The anthology is divided into three sections: the role of grammar in language teaching, specific practices in the grammar classroom and some current research on grammar structures. The authors, including Jack Richards, Sandra Fotos, Diane Larsen-Freeman, Peter Master, offer a range of perspectives, reinforcing the variety of teaching theory and practice.

A common theme throughout is the importance of second language acquisition research on how grammar is perceived and taught. The traditional notion of grammar as some idealized set of principles to master contradicts a more organic, language-as-unique-human-behavior view where the "givenness" of grammar—how it is actually used in spoken and written discourse—should take precedence over the "logic" of grammar with its emphasis on isolated rules, definitions, hierarchies and strictures. Another idea with strong currency here is the role of the learner in second language grammar acquisition and how he/she gains awareness of usage through self-analysis, positive feedback, contextualized practice and what Rod Ellis (*Methodological Options in Grammar Teaching Materials*) refers to as the learner's "inbuilt syllabus."

Despite the prevalence of the "communicative competency" model and learner-centered, task-based teaching methods, many grammar texts are still "drill and kill," "fill-in-the-blanks" oriented with little contextualized practice. The approach is mostly one of presenting and explaining grammar points followed by controlled production practice.

In *Teaching Grammar in Writing Classes: Tenses and Cohesion*, Eli Hinkel offers an excerpt from a newspaper article in which the writer moves among an array of tenses—present, simple past, present perfect, passive—using adverbials to give cohesion and coherence to the text overall. Hinkel stresses that in much academic/professional writing verb tenses change within a single paragraph and second language learners need to see and analyze different examples of shifting tenses rather than studying them in isolation: "One of the reasons that many practicing EFL and ESL teachers often become disenchanted with grammar book learning is that pedagogical grammar rules are frequently simplistic and do not account for the large number of cases or examples that learners come across in real life."

In her article *Grammar and Communication: New Directions in Theory and Practice*, Martha C. Pennington posits a grammar teaching model based on collocation (the importance of word order), constructivity (the building of grammar complexity from simpler forms to produce "discourse-level chains"), contextuality (the focus on written and spoken discourse in presenting grammar points), and contrastivity (using the native language to point out differences and similarities with the target language). Pennington refers to her model as "a realistic grammar in the sense of reflecting language acquisition and use."

Because of crowded teaching schedules, lack of preparation time and students' comfort level with filling in tedious grammar exercises as a measure of learning something, teachers turn to texts they often find boring and contrived. The challenge for ESL/EFL teachers (as well as publishers, who do need to hear it) is to make the materials being taught relevant which means, as one of my colleagues said after our grammar debate, "Supplement, supplement, supplement." In other words, expose students to a variety of spoken and written language they aren't going to find, by and large, in most current grammar texts. ■

Craig Machado is ESL program coordinator at Norwalk Community College, the largest of Connecticut's community colleges, serving a diverse population of students in lower Fairfield County.

DELTA'S KEY OPENS NEW DOORS

Delta's Key to the TOEFL Test Basic Course
Gallagher, Nancy
Delta Publishing Co., McHenry, IL, 2002
Text $16.95 (ISBN: 1887744649)
Cassettes (3) $19.95 (ISBN: 1887744657)

NANCY GALLAGHER's hugely successful *Key to the TOEFL Test* is a hard act to follow, but follow it she has by sticking to the winning formula of packing loads of practice material into a simply presented and easy-to-follow format for lower level students.

Delta's Key to the TOEFL Test Basic Course is an introduction to the TOEFL for students currently in the 400–500 TOEFL score range (90–170 on the computer test). It is divided into 35 units which provide instruction, practice, and class activities in the four skill areas tested: listening, grammar, reading, and writing. Practice questions cover essential TOEFL content and are similar to the easier questions on the actual test. Instruction includes examples of all computer–unique question types and strategies for both the computer–based and paper–based tests. The text and cassettes are suitable for classroom, laboratory, or independent study.

The book is based on the five-part unit for language acquisition, so each skill unit has a Focus section which stimulates the learner to identify a relevant principle, a Do you know…? section which provides instruction in one of the four tested skill areas, a Practice section where students apply their recently acquired skills to TOEFL-like questions, an Extension section with ideas for classroom activities to reinforce skills, and a Progress section where assessments are made through timed quizzes.

In addition to the skill units, there are Section Tests, Sample Essays and two full-length Tests, both of which contain questions corresponding to the easier sections of TOEFL—one is similar to the computer-based TOEFL and the other reflects the paper-based test.

Delta's Basic Key makes students feel relaxed by familiarizing them with the TOEFL format and through its comprehensive coverage of the basic skills tested. As a teacher, I particularly like the clear layout which reminds me of the wonderful *For Dummies* series. This will be a great resource for any teacher with intermediate level TOEFL students. ■

Paul Sui teaches EFL at the Ma Suk Calritz Language School, Kyeonggi-do, South Korea.

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Lessons For The One-Computer Cl

Project #11 - Describe a Vacation: Students make their own postcards and practice using different verb tenses

The 11th project is appropriate for High Beginners and others who need practice using several tenses in the same passage. Students can practice simple present tense, present continuous tense, simple past tense and simple future tense in the space of a few sentences. The students will use *Microsoft Word* or *Publisher* and ClipArt to create their own postcards illustrating a real or fantasy vacation. When they've finished designing their postcards, they address it to a classmate and write a description of where they are, what they've done so far on vacation, what they're doing at the moment they're writing the card and what they plan to do next on their vacation.

Students should have experience performing basic computer functions such as typing text, deleting text and inserting ClipArt images. Students should have been introduced to the grammatical structures they will be using in their writing.

Step 1) As with other projects in this series, preparation for this project includes creating a "model". Note that the postcard is a two-sided project: images on one side, addresses and writing area on the other.

Students will use the basic outline of the postcard found in the model and replace the images and words in the model with images and words that illustrate the vacation that they want to describe. The model as shown is meant to be printed out on standard 8.5" X 11" paper resulting in two postcards per page.

Step 2) Introduce the project to the class by reviewing the basic idea of a postcard and showing several examples of real cards that you've brought in. Review the proper format for addressing a postcard and emphasize the idea that postcards are brief descriptions of activities that have occurred. Read the examples aloud to the class or have students read them.

Step 3) Display a typical postcard message and point out the shift in tense from sentence to sentence. Use the following as a model:

Dear Mom and Dad,

I'm in Las Vegas now. (simple present) *It's really hot here.* (simple present) *I'm sitting by the pool and enjoying the sunshine.* (present continuous) *I'm having a great time.* (present continuous) *Last night I went to the casino and played blackjack.* (simple past) *I won $100!* (simple past) *I'm going to play again tonight.* (future) *I will take a trip to the Grand Canyon before I*

Barry Bakin's regular column focuses on activities and projects that the typical language teacher with minimal computer skills can implement in language beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. The version of Microsoft Word and PowerPoint being used is Office 2000. Some instructions might differ slightly in other versions. Apple/Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

come home. (future)
I'll see you in a few days! (future)
Love,
Barry

Step 4) Review highlighting and deleting or replacing text. Review searching for and inserting a ClipArt image. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before assigning a student or students to the computer to work on their own projects.

Step 5) Students save the model postcard under their own name and begin to work. Remind them that they are only creating the picture side of the postcard, not the address and message side.

Step 6) As students complete their work, check the final product and save it again. Print out one or more copies for the student. Don't forget to print both sides!

Step 7) Once the postcards have been printed, the students return to their desk and write their messages and address their cards.

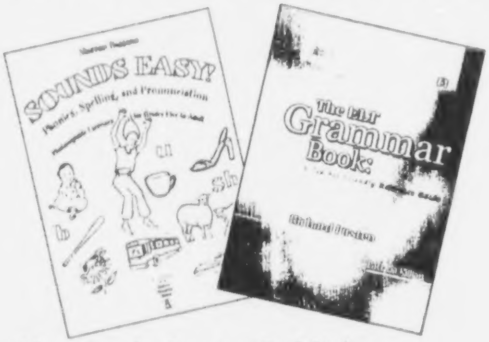
Step 8) "Deliver" the postcards to the recipient in class. For further practice a completed and delivered postcard can be used as a conversation prompt: **Where is Barry? What did he do last night? What is he going to do before he comes home?** etc.

Step 9) Post completed and delivered postcards on the wall for others to see!

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Postcards". As each student finishes, save the project in the same folder. You can also create a "Postcard booklet", which is simply one document with all of the students' individual pages pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL teacher and teacher advisor in the Los Angeles Unified School District. He teaches at Pacoima Skills Center.



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News Bytes

Language Magazine's look at what is new in the world of language learning multimedia products and services

Longman's Roadtrip to Success

LONGMAN'S TEACHER TRAINING WORKSHOP, "From Classroom Reality to Virtual Reality" in Long Beach, CA on April 27 attracted over 120 participants.

The purpose of the workshop was to promote Longman English Success—a new program of online adult English courses designed for teacher-led and self-study.

The flexible program consists of a general English component, two business English courses, TOEIC preparation and Longman's new English Assessment, which has been specifically designed to enable accurate, quick and easy placement of students in the appropriate level.

Jack Chorowsky, VP and general manager of the project, stresses the flexibility of the program, "It doesn't require you to embrace online learning as a religion – you can choose it as a component of learning." The next workshop will be in Boston on June 7, with Chicago and San Francisco events planned for the fall.

For more information, visit www.englishsuccess.com

Spoken Language Test for Kids in Asia

ORDINATE CORPORATION has announced that it will release the first completely automated spoken language test designed for children from 9-14 years old. The test, called Junior SET (Spoken English Test), assesses a child's English speaking and listening abilities in minutes. Delivered over the phone and scored by computer, the Junior SET provides a fast and accurate way for parents or teachers to gauge how well a child understands English.

Ordinate has completed the development of the Junior SET with instructions and score reports localized in Korean, Japanese and English. Localization into Chinese is currently under development. Junior SET will be released in the Korean market first, with plans to introduce the test to Japan and China later this year.

Yoon's English Academy will have exclusive rights to distribute the Junior SET in Korea. Mr. Kee-Hyung Choe, director of Yoon's English Academy, stated, "We are pleased that Korea is the first country where the Junior SET will be offered. With the country's emphasis on English learning at an early stage, it is vital that teachers and parents have a quick, cost-effective and valid tool to measure their child's progress in learning the English language."

To take the test, a child just needs a 2-page test paper, an instruction sheet, and a telephone. The child calls a phone number listed on the test paper, interacts with the computer for about ten minutes, and then hangs up. Typically, the score is available within minutes on the Web.

The Junior SET will be generally available in Korea within the next two to three months. For more information, visit http://www.phonepasskorea.com ■

ELLIS in China

ELLIS, English Language Learning Instruction System, provider of interactive and multimedia English training software, has agreed a five-year deal with New Oriental School in China for the use of ELLIS products at New Oriental centers as well as marketing a co-branded version of ELLIS for students to use at home.

New Oriental School is the leading English training group in China with over 200,000 students enrolled in their programs with training centers in Beijing, Shanghai, and Guangzhou. With a 9-month waiting list to enroll in their centers, New Oriental is expanding at an average of 10,000 students per month and expects to open new locations in Wuhan, Xian and Chendu. It is anticipated that with the opening of these new schools enrollment will reach 250,000 students this year.

"While we will offer the ELLIS student workbooks to all New Oriental students, we were impressed to learn that over 70% of them also have computers in their home," said John Bodine, Sr. Vice President of Business Development at ELLIS. "Using ELLIS in their centers provides New Oriental School with a new powerful teaching and learning tool. But the home kit expands their reach to a greater number of students who cannot be accommodated by the current model."

ELLIS and New Oriental School have also agreed to explore the development of software products designed specifically for the Chinese market. ■

Lexia Launches Reading Programs in Spanish

LEXIA LEARNING SYSTEMS plans to introduce four Spanish-language reading software programs. The first program, Lexia Phonics Based Reading with Spanish instructions was showcased at the recent NABE conference in Philadelphia.

"Currently, our nation's ESL students do not have the same resources that English-speaking students have to conquer reading difficulties. Lexia Learning Systems will change this situation," said Jon Bower, Lexia president and CEO. "Our company is committed to producing research-based, reading skills software for ESL students and students seeking to learn the Spanish language."

In addition to Lexia Phonics Based Reading with Spanish instructions, Lexia will produce Lexia Reading S.O.S. (Strategies for Older Students) with Spanish instructions, for older students still working on their English reading skills.

Lexia is also in the process of creating versions of its Lexia Early Reading and Lexia Phonics Based Reading in Spanish. These products will be available to teach Spanish literacy during the 2002-2003 school year.

Lexia partnered with Latino-owned CS&C-Julex to develop the Spanish products. "CS&C-Julex understands Hispanic-speaking students and their learning styles better than any education company I know. We did not want to just plug in Spanish instructions over the current English instructions.

"Lexia Phonics Based Reading with Spanish instructions will be a great help to non-English speaking students," said Caroline Sanchez Crozier, president of CS&C-Julex. "These children have a limited English vocabulary, so they have a difficult time following English instructions.

"In turn they become frustrated before they even begin the reading practice work. This new software will allow the students to be relaxed and comfortable with their assignment so they can succeed with the reading drills."

See http://www.lexialearning.com ■

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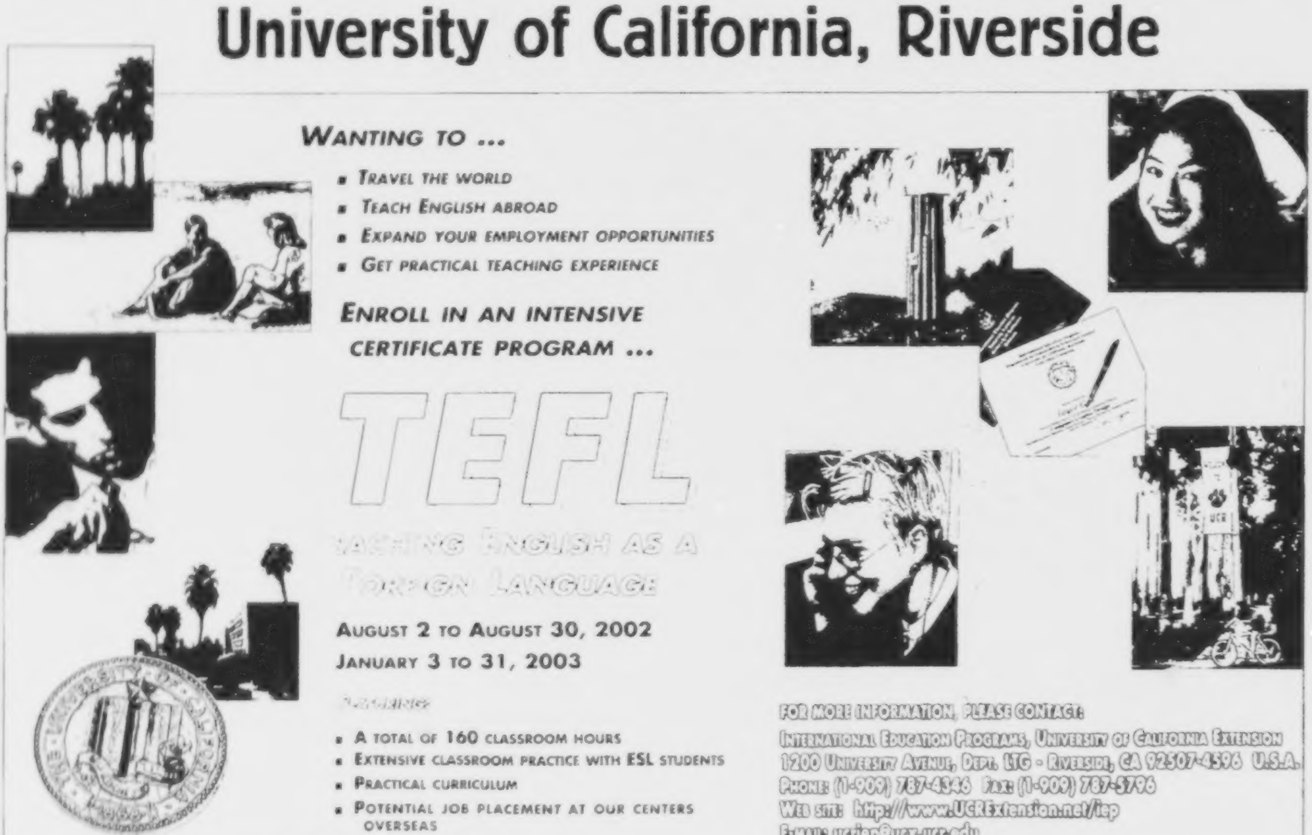

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STOP the Music!

by RICHARD LEDERER

In the last scene of *Pagliacci*, Canio stabs Neda, who is the one he really loves. Pretty soon, Silvio gets stabbed also and they all live happily ever after.

- Caruso was the first Italian. Then someone heard his voice and said he would go a long way. And so he came to America.
- Stradivarius sold his violins on the open market with no strings attached.
- The principle singer of 19th-century opera was called pre-Madonna.
- At one time, singers had to use musicians to accompany them. Since synthesizers came along, singers can now play with themselves.
- All female parts were sung by castrati. We don't know exactly what they sounded like because there are no known descendants.

Young scholars have expressed their rapture for the *Bronze Lullaby*, the *Taco Bell Cannon*, Beethoven's *Erotica*, Tchaikovsky's *Cracknutter Suite*, and Gershwin's *Rap City in Blue*. In defining musical terms, they also demonstrate that they know their brass from their oboe:

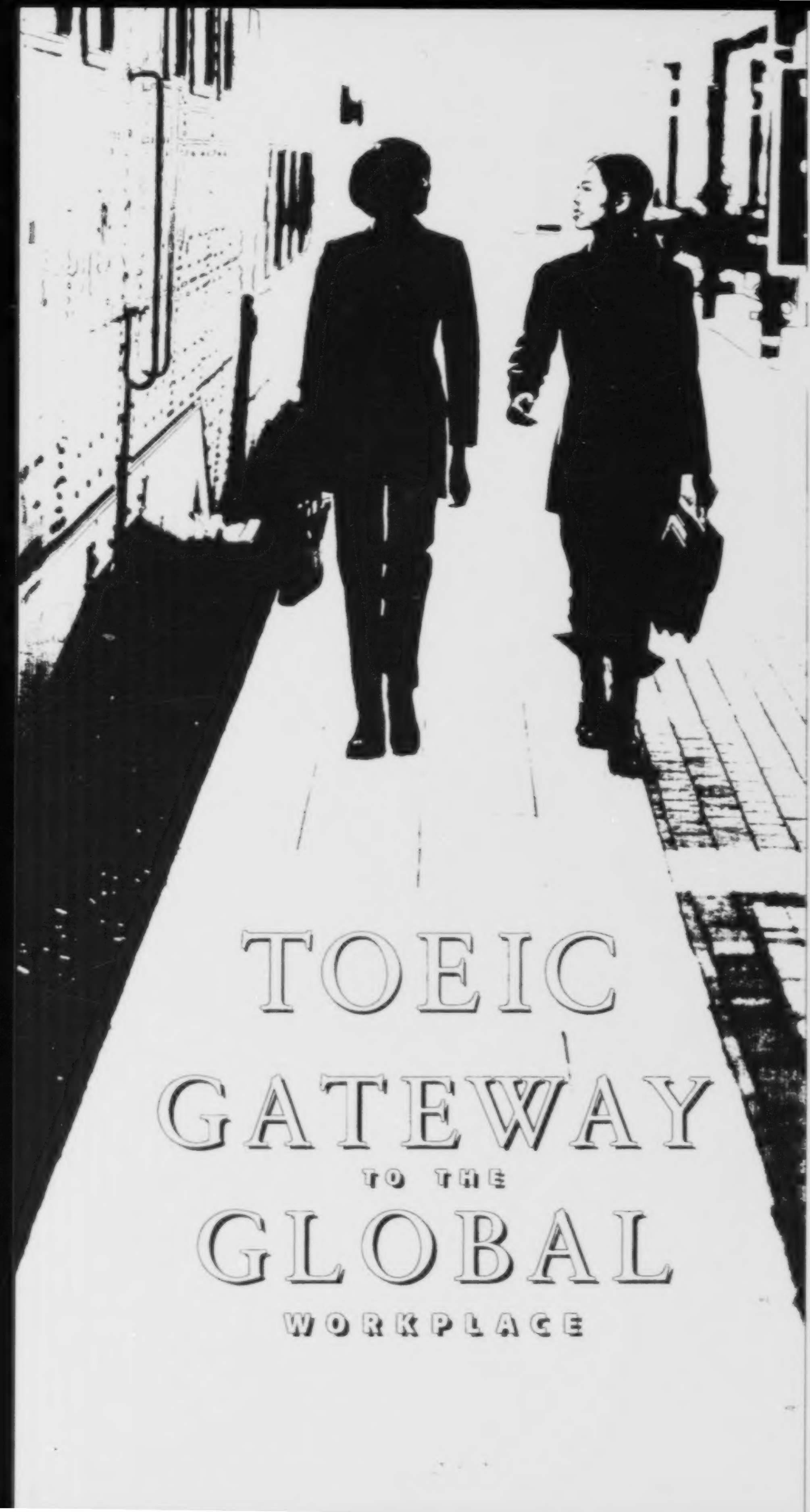
- Music sung by two people at the same time is called a duel. If they sing without music, it is called Acapulco.
- A virtuoso is a musician with real high morals.
- Contralto is a low sort of music that only ladies sing.
- Diatonic is a low-calorie Schwepps.
- Probably the most marvelous fugue was the one between the Hatfields and the McCoys.
- A harp is a nude piano.
- An oboe is an American tramp. (written by a British student)
- A Stradivarius is a prehistoric animal.
- My favorite instrument is the bassoon. It is so hard to play people seldom play it. That is why I like the bassoon best.
- An opera is a song of bigly size.
- The correct way to find the key to a piece of music is to use a pitchfork.
- An interval in music is the distance from one piano to the next.
- Agitato is a state of mind when one's finger slips in the middle of playing a piece.
- Refrain means don't do it. A refrain in music is the part you'd better not try to sing.
- I know what a sextet is but I'd rather not say.

"Beethoven was so deaf he wrote loud music. He took long walks in the forest even when everyone was calling him. I guess he could not hear so good."

Students sing a different tune and play it by ear when they write about the famous composers, even those who never existed:

- Most authorities agree that music of antiquity was written long ago. My favorite composer was opus. Agnus Dei was a woman composer famous for her church music.
- Henry Purcell was a well-known composer few people have ever heard of.
- Johann Sebastian Bach wrote a great many musical compositions and had a large number of children. In between, he practiced on an old spinster which he kept up in his attic. Bach died from 1750 to the present.
- Bach was the most famous composer in the world and so was Handel. Handel was half German, half Italian, and half English. He was very large.
- Beethoven wrote three symphonies: the *Third*, the *Fifth*, and the *Ninth*. He wrote music even though he was deaf. Beethoven was so deaf he wrote loud music. He took long walks in the forest even when everyone was calling him. I guess he could not hear so good. Beethoven expired in 1827 and later died for this. Do you know that if Beethoven were alive today, he would be celebrating the 165th anniversary of his death?
- Rock Mananoff was a famous post-Romantic composer of piano concerti.
- Aaron Copland is one of our most famous contemporary composers. It is unusual to be contemporary. Most composers do not live until they are dead. ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com



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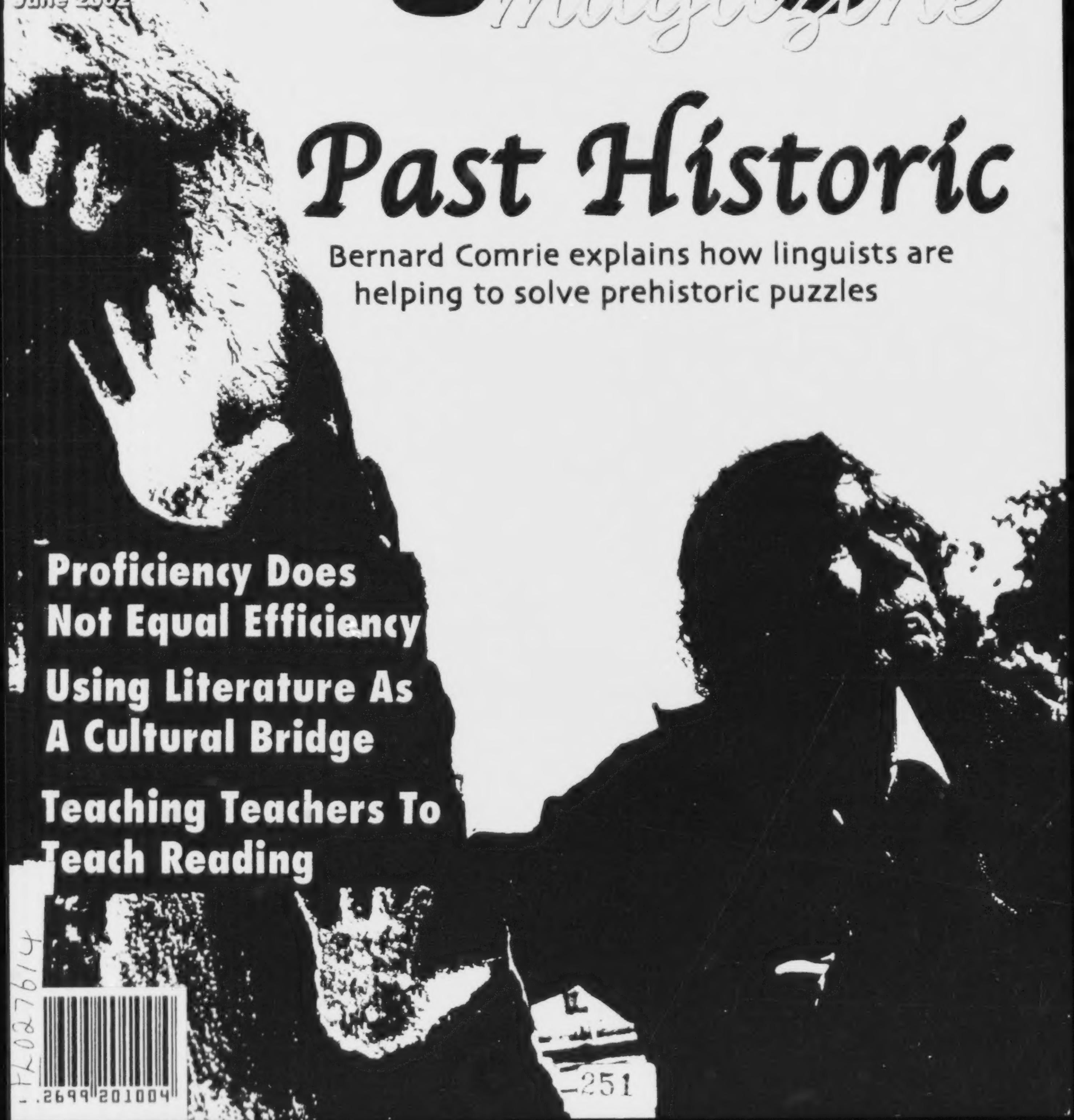

Past Historic

Bernard Comrie explains how linguists are helping to solve prehistoric puzzles

Proficiency Does Not Equal Efficiency

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Teaching Teachers To Teach Reading

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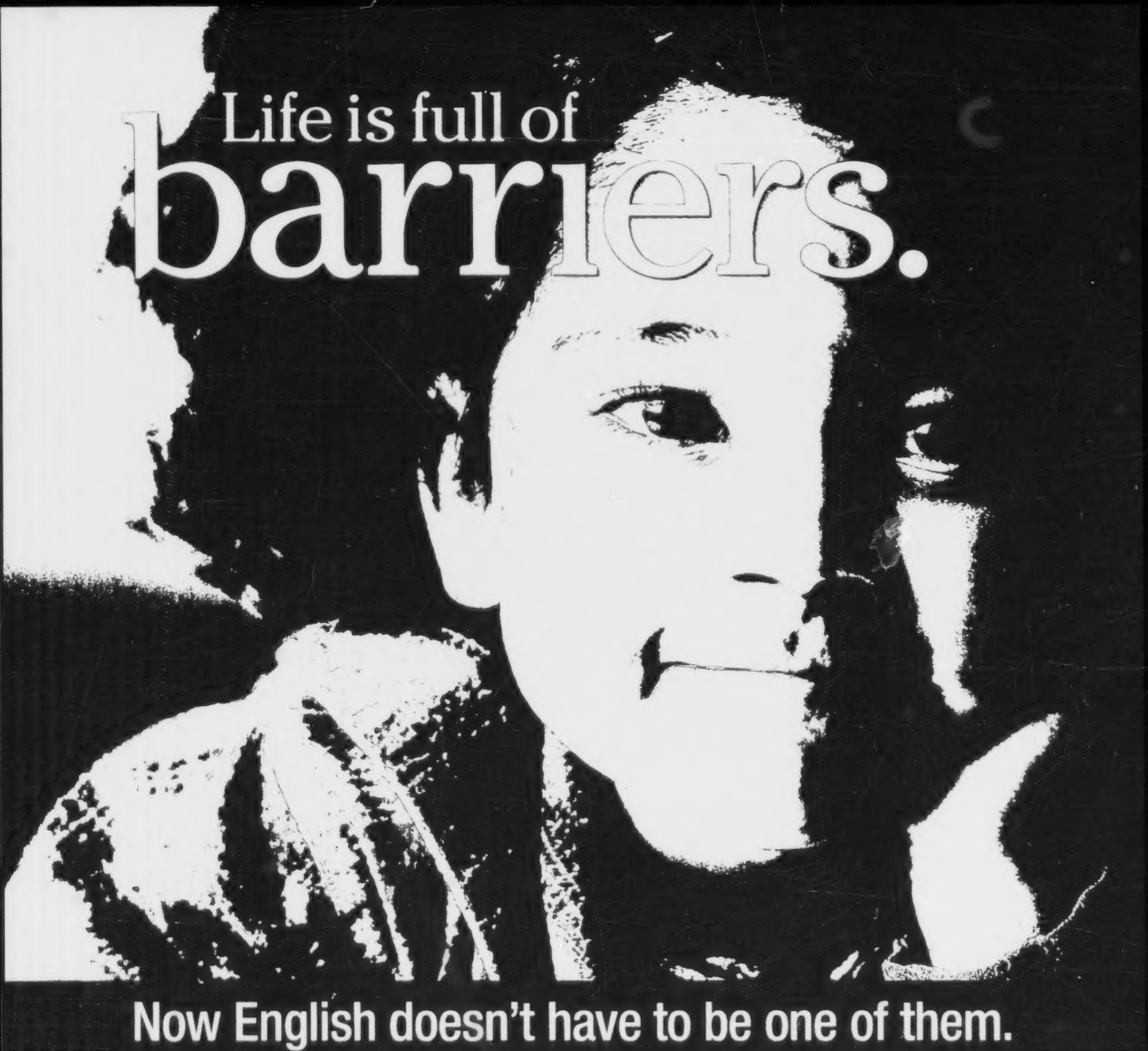
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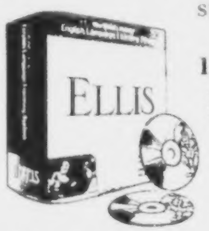

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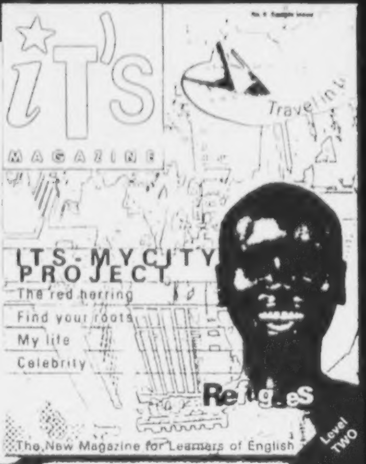
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June 2002 Volume 1, No. 10 (ALR Volume 6, No. 6)

Language *magazine* Contents

ON THE COVER: **Bernard Comrie** explains how linguists working as "language detectives" can aid archaeologists who are attempting to reconstruct world prehistory.
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FEATURES

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SPECIAL REPORT: **Nile Stanley** reports from the Harvard Literacy Institute.
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TESTING: **Barbara S. Andrews** believes that proficiency testing "mania" is a serious threat to the future of language teaching in America's schools.
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PROFESSIONAL DEVELOPMENT: **Bill Hellriegel** advocates a "hands-off" approach for supervisors of language teachers.
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DIALECTS: In a world awash with linguistic conformity, **Natalie Schilling-Estes** reports on an island dialect that is not only retaining its character but is actually becoming more distinct from mainstream American English.
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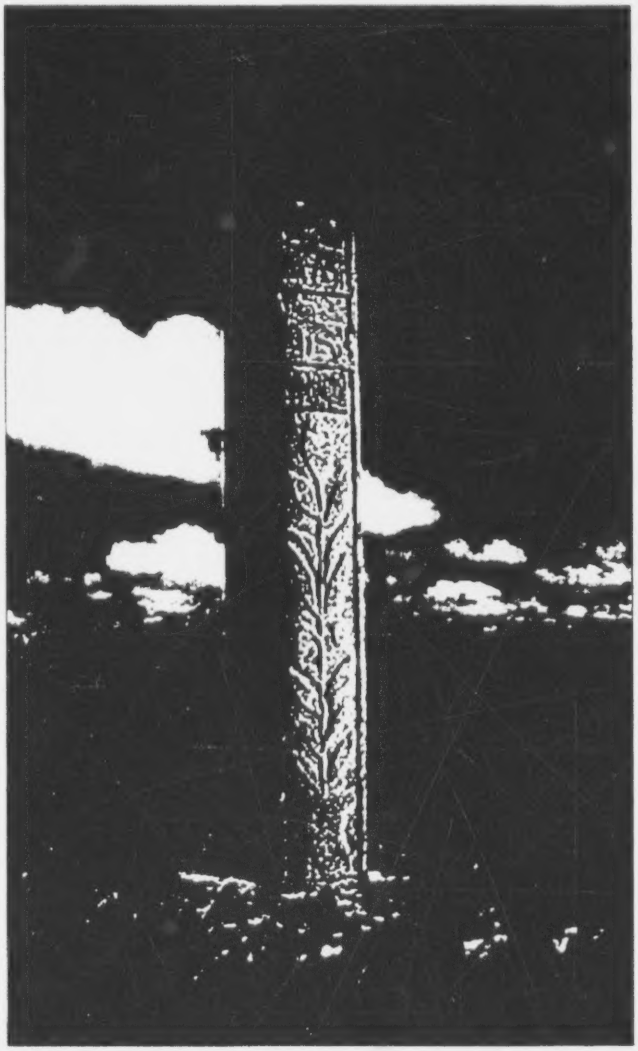

Language holds the key to Madagascan mystery.

ELECTRONIC EDUCATION: **Steven Donahue** examines the use of ETS Technologies' *e-rater*™ as a powerful tool to help faculty readers calibrate their standards for evaluating written ESL essays.
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ON THE COVER: Aboriginal Art, Mutawintji National Park, Australia. It is paintings such as these that began the formation of language. **Photo: John Smith,© ATC**

Early Start for Language Learners

MUCH HAS BEEN said about the need to foster an awareness of the world's languages and cultures in young people if the U.S. is to continue its role as the world's foremost economic power. As the global marketplace shrinks in geographic terms, proficiency in two or more languages is a necessity, not an option, and should be an integral part of any student's individual education plan.

Lawmakers have approved $98.5 million in FY 2002 for Education Department programs that support the study of foreign languages in higher education—a record 26 percent budgetary increase. President Bush has proposed an additional $4 million increase in his 2003 budget. But, although proposals to increase funding of language programs at the university level are to be applauded, as Senator Daniel Akaka (D-HI) recently pointed out, "We must take steps to address what foreign language experts have recommended for years—start early."

Children have a natural enthusiasm for languages. Elementary school teachers have noted that young students have the best opportunities to develop strong language proficiencies as adults. As one teacher said of her students, "They were so excited to learn Spanish and they caught on fast. They're like sponges. They may not become fluent from simple FLES classes a couple times a week, but many do develop an interest in foreign languages, cultures, and they develop a tolerance for others who are different."

One initiative, The Foreign Language Assistance Program (FLAP), stimulates foreign language study at the elementary and secondary level through the award of competitive grants . But there are plans to eliminate FLAP in FY 2003, and it may not even receive the $14 million appropriated for it in FY 2002, as the Office of Management and Budget attempts to make up for the short fall in appropriations for Pell Grants by making cuts in programs already funded. As Sen. Akaka said, "Eliminating funding for FLAP would be a disservice to the nation. We would have contributed to the lack of foreign language proficiencies at a time when the government needs people with those skills the most."

In her article on testing proficiency "mania" (see p. 26) Barbara S. Andrews notes that schools are placing less emphasis on electives such as foreign languages as officials scramble to ensure that students achieve the highest test scores in proficiency-tested areas. In fact, there appear to be moves to dump the teaching of electives altogether in schools. Eliminating foreign language programs in U.S. schools seems hardly appropriate at a time when we should be thinking that, as Victor C. Johnson, associate executive director for public policy at NAFSA: Association of International Educators says, "Instead of starting language instruction later and later, we ought to be doing it earlier and earlier."

If we are to have any success in encouraging language learning in our schools, we must make sure our voices are heard. Earlier this year, I was invited to present *Language Magazine* at the White House where I was informed that the President takes a particular interest in language issues. Let us work to harness this enthusiasm for languages across the political spectrum—at local, state and national levels: One good place to learn more about effective advocacy is that section of the JNCL-NCLIS website at www.languagepolicy.org

The U.S. education system really needs to place a higher value on developing a second or even third language early in the K-12 system and carrying it through college. ■

Ben Ward, Editor

Language magazine

(formerly American Language Review)

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Distributors	Delta Systems, Inc. 1400 Miller Parkway McHenry IL 60050
Retail	Ingram Periodicals, Inc. 1-800-627-MAGS

Language Magazine **(ISSN 1537-7350) is an editorially independent publication of Language Media, LLC.** **Opinions expressed by contributors and/or advertisers in *Language Magazine* do not necessarily reflect the views of the Publishers nor the Distributor.**
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LETTERS

Hang On, Help Is On It's Way

I am writing to ask for some help. I am the academic coordinator of the ESL Program at Sacred Heart School of Theology. One of my roles is to ensure that we have the best possible textbooks for each level and skill area. I was hoping that you would be able to help us with this. Thanks for your help.

Ruth MacKechnie
Sacred Heart School of Theology,
Hales Corners, WI

[As subscribers are aware, Language Magazine *is the only independent publication that publishes reviews of language learning materials. I am sure that reading these reviews will assist you in your search - Ed.]*

Giving Credit, Where Credit Is Due

I thank you for the edition (*Language Magazine*, April 2002) which covered Edison Senior High School and students in our Schools. I read the article and I was very pleased to see such positive reporting in regards to our schools and students.

Our school system is very fortunate to have a principal such as Santiago Corrada to look out for our students who face hurdles such as poverty, language, and race. His hard work, and the achievement of our students, represent clear and convincing evidence of his dedication and determination to make a positive difference in the success of our students.

Once again, I thank you for your kind gesture and positive journalism on our school system.

Sincerely,
Dr. Robert B. Ingram, Member, Miami-Dade County School Board, District I

Hardest Lesson Of All

Language-learning has always been important, the emphasis on languages has not ever really been recognized. Michele Alperin's article "Changing Views on Second Languages (*Language Magazine*, May 2002) and Michael Howard's article "Waiting for the Rebound" (*Language Magazine*, May 2002) certainly showed a very important shifting trend. I think most of us would agree that prior to September 11, learning a second language for most people living in the Western world was somewhat of, for the lack of better word, a luxury choice. We chose to take French in school, or posed the question to ourselves; "Gee, I'd love to be able to speak Spanish", and if we really had the desire, we would go to class and learn it.

I agree with Ms. Alperin, the world's view, especially those who live in the Western World, has become a polar opposite. Those of us involved in the teaching of languages have always understood the benefits of understanding somebody who doesn't share our native vocabularly. Learning the language of another culture is the key to knowledge and, in the current world climate, the only hope for peace. Of course I am not naive enough to think that if everyone learns, everyone else's language, we'll all live in wonder tranquility, but it is the first step, and the most important step, because if I can understand you, and you can understand me, we might just be able to find a way to get along. Unfortunately, our first lesson was a devastating one.

In conclusion, I think the work *Language Magazine* is doing to highlight the importance of language acquistion is just as valuable as those, who are in the classrooms on a daily basis teaching languages.
Thank you in advance,

Erik Tuchfarber,
Las Cruces, NM

The Australian Way

I don't know about the rest of your readers, but after reading the story "Loving A Sunburnt Country" (*Language Magazine*, May 2002, Peter Brown), I think I might move. If it is half as wonderful as described in that poem by Dorothea McKellar, I'm calling the airlines now. I think we were all impressed by Australia during the Olympic Games in 2000, so it's great to know their education system is on par with that great reputation.

Sincerely,
Suzie McDermot,
Atlanta, GA

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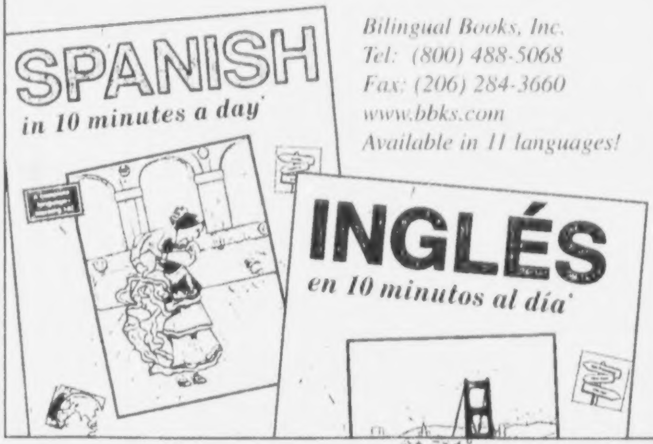

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New Language Learning Linked To Early Language Experience

THE ABILITY TO learn a new language is determined by the onset of language experience during early brain development—regardless of the specific form of the language experience.

This is the finding of a Canadian study led by Rachel Mayberry of McGill University. Mayberry, director of McGill's School of Communication Sciences and Disorders, along with Elizabeth Lock of the University of Ottawa and Hena Kazmi of the University of Western Ontario, studied groups of deaf and hearing adults to see how the onset and type of initial language experience affects the ability to learn a new language.

The results of the study show that deaf and hearing adults who experience language in early life perform similarly well in learning a new language later in life—whereas deaf adults who had little language experience in early life showed low levels of performance in a later learned language. These findings are not affected by whether the early language or the later language was signed or spoken.

"The timing of our initial language experience during our development—whatever the form of those experiences—strongly influences our capacity to learn language throughout our lives," said Mayberry.

"People have always thought that the human capacity to learn language simply disappears as the brain ages," she said. "Our research shows that when the young brain learns language, it develops a lifelong capacity to learn language. When the young brain does not experience language, this language learning capacity does not fully develop." The researchers could not work with hearing subjects only, because all hearing babies experience language from birth. It was necessary to also study individuals who were born deaf, because they often do not experience any language until they are enrolled in special programs.

The study was carried out in two parts. First, two groups of deaf adults, one of which was born hearing, were tested for their performance in American Sign Language (ASL), which all had learned at school between the ages of 9 and 15 and had used for more than 20 years.

Adults who were born deaf and had little experience of language in early life showed low levels of ASL performance, whereas later deafened adults had high ASL results.

The second part of the study compared three groups of adults who had learned English in school between the ages of 4 and 13 and had used it for more than 12 years.

Deaf and hearing adults who had experienced either a signed or a spoken language in early life showed similar high levels of performance in the later-learned language, English. However, deaf adults with little early language experience performed poorly in English.

A total of 58 adults participated in the study, which was carried out in four Canadian and two U.S. cities over the past four years. The researchers are now looking more specifically at how early language experience affects brain development and how it impacts later reading development. ■

PHONY TOEFL SCHEME EXPOSED

OVER 50 STUDENTS have been arrested and charged in connection with a scheme in which they paid others to take the Test of English as a Foreign Language (TOEFL) for them.

Each of the students charged is said to have paid another individual to take the TOEFL at an Educational Testing Service (ETS) center. Two of the test-takers, identified as Mahmoud Firas and Begad Abdel-Megeed, have been accused of sitting at least 50 TOEFL exams for others.

The fraudulent TOEFL scheme involved a person arriving at an ETS testing site with documents in the name of the student who had to sit the exam. Posing as the student, the test-taker had his photo taken at the test site, sat for the exam and directed that the test results be mailed to a location in California—which was actually supervised by Firas. Meanwhile, the completed TOEFL exam was transmitted by wire from the test center to ETS in Princeton, where the exam was processed.

Once processed, the results were sent to Firas at the location designated by him. There, Firas or one of the co-conspirators substituted the real student's photograph for the test-taker's photo, and the fraudulent exam results were then mailed in a phony ETS envelope to schools requiring the real student's score.

"This fraud takes advantage of liberties and privileges extended to foreign students we welcome into the United States to receive top-notch educations," Christopher J. Christie, the U.S. Attorney for New Jersey said. "We will aggressively pursue anyone committing such fraud, as well as anyone who profits from the fraud," added Christie who credited officials with ETS, who brought the fraud to the attention of the U.S. Postal Inspection Service and cooperated throughout the investigation. ■

NBC benefits from bilingualism

SINCE NBC' s $2 billion dollar takeover of the Telemundo network in October, there has been little noticeable change to the programming of both networks. However, NBC president Andrew Lack hinted at bilingual synergies recently at a news conference announcing that Telemundo had hired away Maria Celeste Arraras, a top newscaster at dominant Spanish-language network Univision.

Arraras is expected to contribute occasionally to NBC's Dateline and news shows on NBC's other cable channels. "There aren't going to be any walls between NBC and Telemundo," Lack said.

NBC executives are asking Telemundo for advice on casting pilots for the upcoming season while examining a new Telemundo reality series and popular telenovelas for ideas.

"We may have a programming opportunity in daytime, where soap operas are so strong. Latino viewers have a passion for that genre and we can go to school on picking up some good programs there. We may want to cast actors and actresses who are bilingual if it works on some of our programming," said Lack. "A Latin star of a Telemundo soap opera might find himself or herself as a guest star on some of our programming if the language capabilities are there." ■

Girl Learns Two Languages Despite Brain Surgery

A GIRL WHO has had the speech center of her brain removed has stunned doctors by learning two languages.

The seven-year-old had one side of her brain removed after being diagnosed with Rasmussen syndrome. Surgeons removed the left side of her brain when she was three, and filled the gap with marrow fluid.

Doctors in Holland say the fact she is now fluent in Turkish and Dutch shows the remaining half of her brain has managed to compensate.

Dr. Johannes Borgstein, an ear, nose and throat specialist at Rotterdam Hospital, said, "She had been arguing with her little sister in perfectly-constructed Dutch, then turned to answer her mother in Turkish. "It was amazing. I had to tell my students to forget all the neurophysiological theory they were learning." Dr. Borgstein says tests on her hearing have also shown the right side of her brain has compensated for the missing left side.

Rasmussen syndrome is a rare disorder in which the brain cells in one half of the brain become inflamed. ■

Voters Denied Bilingual Assistance

THE JUSTICE DEPARTMENT has found that residents in Florida were hampered in their effort to vote in the 2000 presidential election by a lack of bilingual assistance.

In a recent letter to Congress, the Justice Department, detailed findings in an investigation of possible voting irregularities in three Florida counties: Orange, Miami-Dade and Osceola. The department is considering lawsuits in those counties, claiming that even though polling problems were unintentional, they may have deprived some voters of their rights.

In the letter, the department acknowledged polling problems in the three counties may have led to voters choosing to leave the polls without casting ballots.

"While the Civil Rights Division discovered evidence of significant confusion and delay in the three counties, there were relatively few voters who actually did not vote because of these problems," wrote Assistant Attorney General Ralph F. Boyd Jr.

Boyd said that one of the three counties—he did not say which one—may have employed too few bilingual workers, causing delays in providing assistance. Boyd added that his investigators confirmed that a clerk denied poll watchers permission to help four voters who asked for bilingual assistance. The denial constitutes a violation of the Voting Rights Act.

In one unspecified county, the investigation found two cases of Haitian American voters being denied language assistance, Boyd said. However, the investigation was unable to confirm any of about 15 other alleged instances of voters being denied bilingual assistance.

The Civil Rights Division's investigation "indicated that a lack of bilingual poll workers resulted in considerable confusion at the polls, and that some poll workers were hostile to Hispanic voters." In previous documents, the government has said that Orange and Osceola counties failed to have enough Spanish-speaking poll workers and did not provide election information in both Spanish and English. ■

Giving Lakota a New Lease on Life

Sioux Indian, Stars Come Out, spoke Lakota when it was the language of the Great Plains.

LINGUISTS AT Indiana University are working with schools in the Dakotas to help preserve Lakota, the dying language of the Sioux Indians who once inhabited much of the Great Plains. Nowadays, about half of the nation's 100,000 Sioux live on reservations in the Plains states, many of them battling poverty and substance abuse.

Within a decade, experts fear that less than one in 20 Sioux will be able to speak Lakota and that, within a generation, it could become a dead language, studied but no longer spoken.

The project will try to counteract decades of neglect that threaten to eliminate a language once spoken by one of the nation's largest tribes.

For half a century, the federal government tried to wipe out the Lakota language. In government-run boarding schools in the late 19th and early 20th centuries, students were punished if caught speaking it. Suppression of the language stopped in the 1930s, but it was not until Indians on reservations gained control of their schools in the 1970s that Lakota could be reintroduced. But few of the native speakers were trained to be teachers and there was little money for textbooks or training.

"Things have gotten so desperate in the last 20 years . . . they've slowly come to the realization that the only realistic way to bring the language back is to bring in help," said Wil Meya, Lakota Language Consortium director and IU graduate student. Indiana University has been a center for the study of American Indian languages since the 1940s. Through the resources of IU's American Indian Studies Research Institute, the Lakota Language Consortium is embarking on a 16-year plan to rewrite the curricula of 38 school systems that teach 18,000 students. The consortium will standardize the alphabet and modernize the vocabulary, develop textbooks and write computer software. It will create teacher-training programs and offer language-immersion experiences that will reach from preschool to college. The project is funded in part by the school systems, but it is seeking support through private gifts and Congress to provide $5 million a year.

Similar projects in Hawaii and Alaska suggest that language revitalization efforts improve students' academic performance, enrich cultures and combat social ills.

"The reintroduction of a traditional language raises children's interest in school," said Doug Parks, assistant director of the IU American Indian Institute. Traditional curriculums are written from a white, middle-class American view. "There is just no way that Lakota students who live in isolated conditions on a reservation can relate to that," Parks said.

Parks insists the program will not try to replace English with Lakota. "You can assimilate perfectly fine and still be bilingual," he said. ■

Pedros Moves Up At Disney

DISNEY PUBLISHING WORLDWIDE (DPW) has named Thierry Pedros (pictured left) vice president of Disney language learning.

Pedros, who has worked with promoting Disney's English language learning products, including *Magic English* and *Disney's World of English*, will now drive language learning efforts throughout The Walt Disney Company.

"Thierry has been a visionary in recognizing English language learning as a business for Disney Publishing Worldwide, identifying and developing the proper channels and creating a global network of partners," said Deborah Dugan, president of the unit.

DPW is the largest children's publisher in the world, with 274 children's magazines and 120 million children's books sold each year. DPW publishes books, magazines and continuity programs in 74 countries and 55 different languages, reaching over 100 million children each month. ■

Korea Plans For Language Teachers

KOREA PLANS to employ 5,000 native speakers of English, Japanese and Chinese to teach at elementary, middle and high schools.

The plan is part of a project to develop Korea into the business hub of Asia, which is led by the Ministry of Finance and Economy, officials at the Ministry of Education and Human Resources Development said.

The ministry plans to assign at least one native teacher to every two schools on a salary of 2.5 to 3 million won ($2,000-2,500) per month, depending on experience and certification.

The five-year program calls for hiring 1,000 native teachers every year on a one-year contract basis. In all, the plans include 4,150 teachers of English, 700 of Japanese, and 150 of Chinese. Currently, Korean state schools employ 141 native English-speakers, who are teaching either students or non-native language teachers. ■

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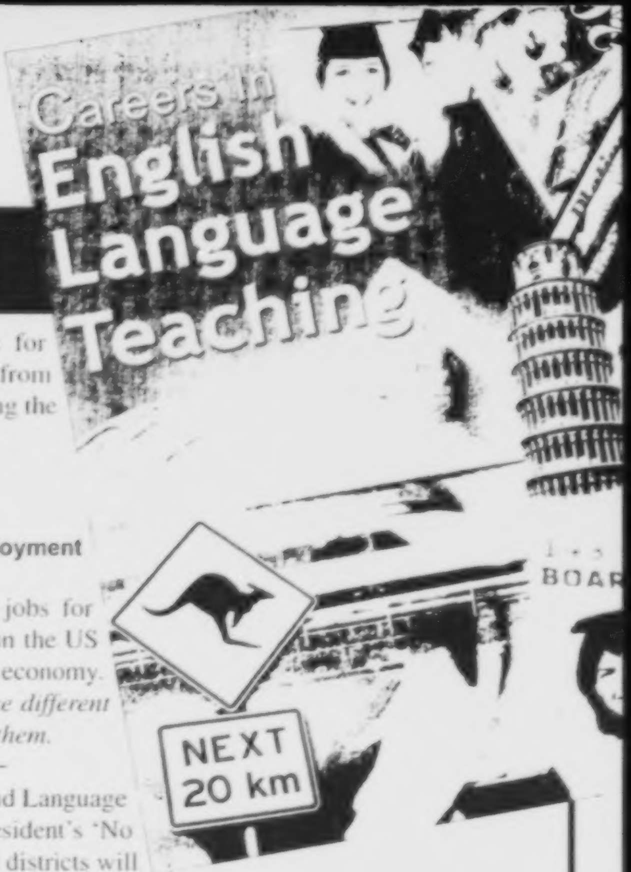

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Price:	$24.95
Binding:	Paperback Original
Pages:	240
ISBN:	0-9678356-1-5
Publisher:	American Language Press

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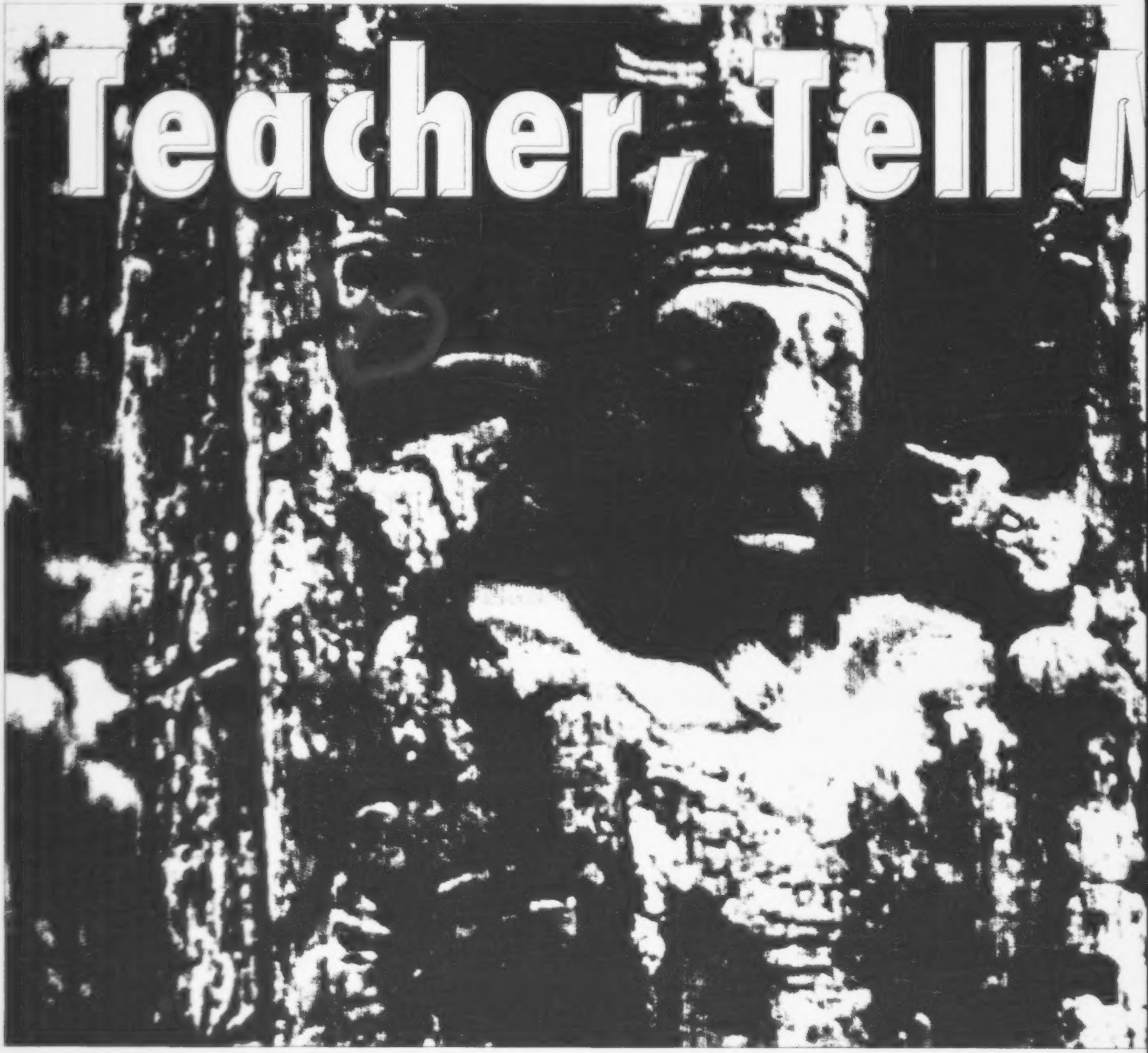
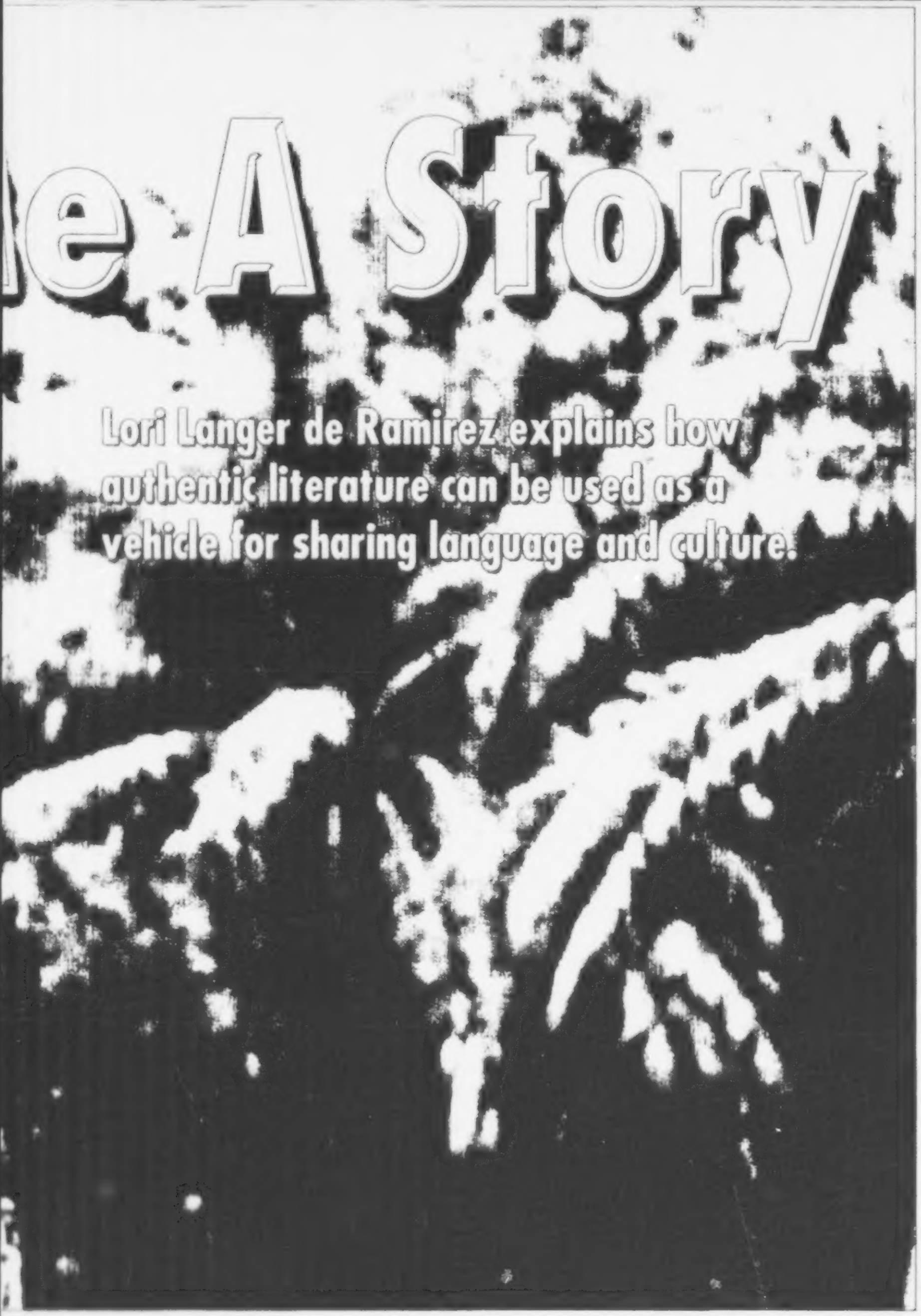


In the beginning, before there was light on the Earth, the people spent their days in cold and darkness. They desired warmth and light with which to heat their homes and food: they wanted fire. And so four men, Balam-Quitzé, Balam-Acab, Mahucutah and Iqui-Balam, went to the cave at Tulán to ask the gods for fire. "We are not ashamed to ask you for fire," they said, all the while trembling from the cold. "We are freezing and must eat our food raw," they complained. But no sooner did they state what they had come for did they find that their words were suddenly changed.

"What have we done?" they cried, each in a different tongue. "When we came here, we shared one language. We were one people, educated in the same way. Now we are lost to each other."

The gods gave fire to the earth, but as punishment for the humans' lack of humility they broke their language into many different pieces. This is why we have fire, but all speak different languages.

— from the Popol Vuh, the Quiché-Mayan myth of creation



e A Story

Lori Langer de Ramirez explains how authentic literature can be used as a vehicle for sharing language and culture.

"Why, then, given the seeming motivation of students and the growing number of Spanish speakers in the country are so few native speakers of English able to learn the language?"

As language teachers, we are used to criticism from learners. One common reaction goes something like, "I took five years of Spanish and I can't say a thing!" Or we might be forced to smile politely when we hear a cultural comment such as "I love chimichangas – but I couldn't find any on my recent trip to Mexico!" So what are language teachers doing wrong? What can we do to make the learning experience both enjoyable and fulfilling for our students so as to avoid the feelings, like those of the Quiché Maya, that "we are lost to each other"?

Spanish has been spoken in what is now the USA longer than English has (Amastae & Elias-Olivares, 1982). According to the U.S. Department of Education, Spanish is the most popular foreign language in secondary education programs (National Center for Education Statistics, 1995). Why, then, given the seeming motivation of students and the growing number of Spanish speakers in the country are so few native speakers of English able to learn the language? How are elements of culture infused into language curricula? What materials can be used in teaching language that are both sound from a pedagogical standpoint and interest students on the human and cultural level?

In finding answers to these questions, teachers might explore the world of authentic literature – specifically, folktales, myths, and legends.

There once was a man whose favorite possession was a parrot who could say anything. Actually, he could say almost anything. He couldn't say the name of the town he was born in—Cataño. This upset the owner very much. He repeated the word over and over and over again, all the time warning the parrot: "Say 'Cataño', or I'll kill you!" The parrot couldn't say 'Cataño'.

Finally the man got so angry that he threw the parrot into the henhouse, where he kept the four hens that he planned to kill and eat. After a few days, he went to the henhouse to get his dinner. When he opened the door, he found three hens dead and the fourth one backed into a corner. The parrot was screaming at the hen, yelling "Say 'Cataño', or I'll kill you!" over and over and over again.

— a Puerto Rican folktale

A Linguistic Rationale

Stories are universal and are as old as human society (Klein, 1986). Anthropologist Claude Lévi-Strauss (1966) claims that story structure represents fundamental aspects of the way in which the human mind processes and stores information. Rather than creating lessons that revolve around specific grammatical points (the simple future tense or prepositions), or groups of vocabulary words artificially tied around a context-reduced heading (such as "the seasons" or "parts of the body"), stories with themes that are important to the students might be the

continued p.16

45678910
The cure of the tree.

from p.15

topics of classroom work in the target language. These themes could parallel those in other subject area classes, such as science or history, or might be issues that concern the students themselves, like dating or the environment. A story is useful in that it provides the student with a context for naturally occurring language. A good story serves as motivation for the student because it "has an apparent purpose, holds the attention and interest of the listener or reader, (and) introduces a conflict of some sort" (Shrum & Glisan, 1994, p. 28).

Whole language practitioners have long promoted the use of stories for teaching language. "Whole language is based on the idea that children will learn to read and write naturally given a healthy exposure to the printed word" (Ainsworth, 1992, p.1). The basic concept underlying whole language is that a person learns from the whole to the part, constructing their own meaning by determining which parts are important to their needs. Teachers encourage students to use all available cues, both linguistic and otherwise, in the meaning-making process. The more cues available to the student to assist in the task of comprehension, the more successful the child will be (Freeman & Freeman, 1992).

Literature conveys meaning naturally through language. Kieran Egan (1992, p.11) claims that, "the great power of the story is that it engages us affectively as well as requiring our cognitive attention; we learn the content of the story while we are emotionally engaged by its characters or events."

It is easier to remember concepts through stories (Routman, 1988). Thus harder and more complex concepts, when presented in story form, can be comprehended by the students. Stories allow students to anticipate and predict (Barton & Booth, 1990), thus involving them in the activity. When interacting with stories, students can make use of sight (drawings and/or gestures), and hearing (the cadence and rhythm of the storyteller's voice).

They might touch the book and comment on the texture of the paper with which it was made (Kiefer, 1995). Based on his belief in the importance of activity in language learning, James Asher (1986) created Total Physical Response (TPR), where children act out language (for example, students might be asked to jump when learning the verb *saltar* [to jump]). By involving the student physically in stories, teachers can create an experience that both serves to motivate students and to anchor language firmly in the realm of activity.

Stories from the oral tradition of a culture are especially useful for teaching foreign languages. Since these stories are memorized and told many times over, they are naturally full of repetitious elements. This repetition helps the storyteller to recall the tales and similarly the audience to remember elements.

As these tales were often not written down until modern times, they retain elements such as deictics (the use of spatial referents such as "over there," which assume the physical presence of an audience to understand the reference), colloquial speech (words that have meaning for a specific cultural group, but not necessarily for a wider audience) and storytelling devices (the storyteller "speaking" directly to the audience or phrases such as "cric...crac," the chorally chanted first lines of stories from Haiti [Turenne des Près, 1993]). These elements are also culturally specific and can serve as a springboard for exploration of their historical origins and cultural meanings.

Formulaic techniques are also an integral part of stories and provide students with chunks of language which they can then use in their own productions. Stories tend to begin with formulas like "Once upon a time," or "Long, long ago" and might end with "if they haven't died, they are still living," or "they lived happily ever after." Students are able to recognize these formulae and since they are generally stable from story to story, begin to memorize them and use them in their own productions.

Folktales, myths and legends from the target language cultures have the advantage of providing cultural information in an

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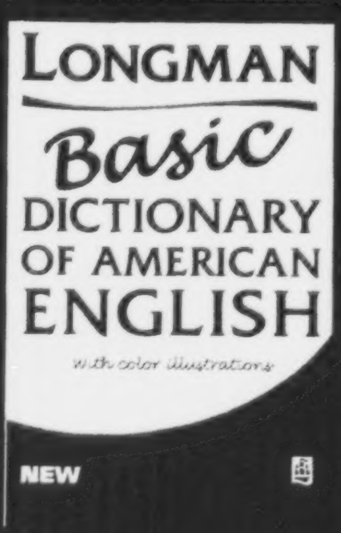
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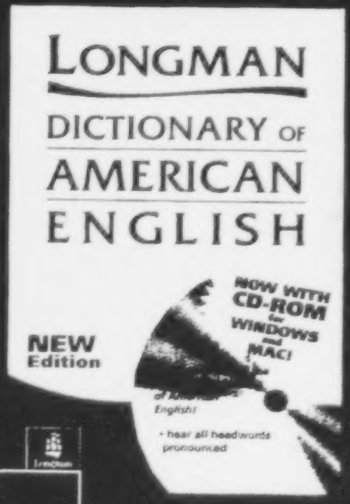
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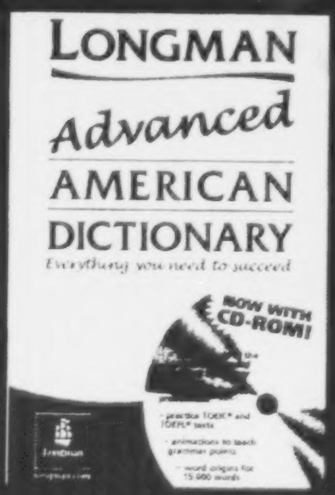
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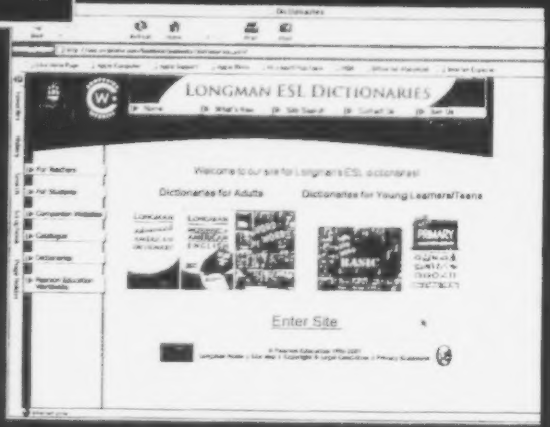
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authentic context. Often the symbolism in these stories is particular to the country from which they come. Colors, clothing, foods and other such images provide students a glimpse of the people who speak the language they are learning.

But more than the superficial elements of culture, authentic literature can get at the deeper and more subtle expressions of a people—the link between practices and perspectives that so often eludes language teachers. Stories can convey morals that express the beliefs of a culture in a format that is familiar to members of any society, but that also reveals a culture's priorities, mores and norms. So often the lessons that come out of folktales are familiar to us and speak to some universal human truths, but they are shared in a way that a peculiar to each individual culture.

Since many teachers of world languages in the United States are non-native speakers of those languages, culture can often be a tricky topic. Literature has the potential to provide teachers with an authentic source of cultural information in a format that is both entertaining and often profound.

Not only is the text of a given story important, but the illustrations and information about the author, illustrator and publisher can provide a child with interesting cultural information to explore and apply to the meaning-making process. An integration of picture and text is important in the process of making meaning for the child (Kiefer, 1995). Pictures convey cultural meaning to the reader as well as accompany and explain the story. In studies of mother-and-child interactions in storybook reading, pictures combined with both written and spoken language are shown to be an integral part of the child's ability to make sense of a story (Ninio & Bruner, 1978). Thus, language teachers should incorporate the overarching context of a book, not just the written language, into cultural discussions and activities.

The symbolism in stories is often particular to their country of origin.

Some Practical Considerations

Authentic literature comes in many forms. Along with a wide array of stories in print form, there are many other formats which, while retaining the original oral nature of these stories, also tap in to the adolescent child's fascination and facility with technology. Video and audiotapes have the potential to incorporate the skills of listening and speaking with the storytelling format. Previewing, viewing and post-viewing tasks serve to focus the student's attention on certain aspects of the story (Crapotta & Ramos, 1996).

Computer-based tasks can also be exciting to students if they are sufficiently interactive, thus allowing students to make their own meaning from the stories at hand. Useful computer tasks "have a goal that requires the use of the target language, but is not itself centered on that language" (Stone, 1991, p. 2). The computer, when used properly, can stimulate students to brainstorm and subsequently reorganize their ideas with relative ease. Hypertext programs allow students to organize their thoughts in a different, less linear fashion. Students can interact directly with the story material, thus blurring the line between author and reader. In this way, hypertext allows for connections to be made that incorporate meanings of both the author and reader (Bolter, 1991).

Using e-mail provides students with a safe way of communicating in the target language without the anxiety that face-to-face discussion might cause (Wyman, 1993). It is also a good way of sharing stories with children from around the world. World Wide Web pages with collections of stories can also attract students and provide them with links to other pages of language-based material.

Conclusions

All of the aforementioned advantages of authentic literature help not only in the teaching of language and culture, but also serve to motivate students to want to learn a foreign language. The information in stories is seen as useful and pertinent to the students and is thus more likely to be absorbed into both the conceptual and linguistic memory. There is an information gap—students want to know what happens in the story—which is essential for motivation and successful language acquisition. To quote Noam Chomsky, "about 99 percent of teaching is making the students feel interested in the material" (1988, p 181).

Students' attitudes towards foreign language study are of primary importance when one considers the fact that they direct-

"In subjects like a foreign language, where the state-mandated minimum years of study can be completed in several short high school terms, it is crucial that language be seen as something worthwhile."

ly affect the number of students teachers see in their classes. In subjects like a foreign language, where the state-mandated minimum years of study can be completed in several short high school terms, it is crucial that language be seen as something worthwhile. If students opt out of language as soon as they are able, there is no need to argue over the importance of overt grammar instruction versus communicative language teaching, for example, for there will be little time in which to practice one or the other methodology with them. Authentic literature—in the form of folktales, myths, legends and trade books—provides students and teachers of language with linguistic and cultural information that is interesting, developmentally appropriate and culturally relevant. Enabling students to acquire a foreign language and understand—and even appreciate—elements of its cultures, instead of merely learning about it will help to keep students on, what Donato and Terry (1995) call "a journey of a lifetime." ■

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Language Key to

Bernard Comrie explains how linguists working as "language detectives" can aid archaeologists who are attempting to reconstruct world prehistory.

What can language tell us about prehistory — the period for which we have no written records? Actually, it can tell us a lot. In some cases, the linguist can be compared to a veritable Sherlock Holmes piecing together the past from what at times seems quite indirect evidence.

The Madagascar Mystery

The island of Madagascar is located off the east coast of Africa. The indigenous language of the island is known as Malagasy. Surprisingly, Malagasy bears no close resemblance to any of the languages of the African continent, but — as early European sailors noted — it is strikingly similar to the Austronesian languages of the East Indies and the South Pacific. For example, the word for 'I' in Malagasy is *aho*, while in Malay (Indonesian) it is *aku*; 'ten' is *folo* in Malagasy, *puluh* in Malay; 'moon' is volana in Malagasy, *bulan* in Malay. The words are in fact even more similar than they appear in their orthographic forms, since the letter *o* in Malagasy has the value *u*. Similarities of this kind can be multiplied many times, and pertain not only to vocabulary but also to grammatical features of the language. Moreover, where we find similarities in vocabulary they usually manifest regular correspondences between sounds in Malagasy on the one hand and Malay (or other Austronesian languages) on the other, for instance Malagasy *h* corresponds to Malay *k*; compare also Malagasy *lahy*, Malay *(le)laki* 'man, male'.

continued p.22

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uzzles of the Past

"Language Detectives" are attracted to caves such as these in Australia, where the paintings are many thousands of years old.

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from p.21

The Norwegian scholar, Otto Christian Dahl, has shown that Malagasy is most closely related to the Barito languages spoken in southern Borneo. How, then, does Malagasy come to be spoken so far away? The distance between Madagascar and the area where the Barito languages are spoken is about 5,000 miles, and no Austronesian languages are spoken between Sumatra (the westernmost island of Indonesia) and Madagascar.

The answer, perhaps unexpected from the viewpoint of geography, is that the present-day location of the Malagasy results from a prehistoric migration, starting roughly from the area in Borneo where the Barito languages are spoken. Linguistics shows clearly that the two sets of languages are closely related, and that they must therefore descend from a common linguistic ancestor. More detailed studies, for instance tracing the times when loan words from India penetrated into the Austronesian languages of the East Indies and into Malagasy, suggest a time around the middle of the first century AD. This date is confirmed by the archeological record: Madagascar was uninhabited until around 500 AD. More recently, biology has also come into the picture, showing that the Malagasy have a strong genetic component that can be traced back to the same origin as other Austronesian populations. It was linguistics that first suggested a link between Malagasy and the Austronesian family, by pointing to similarities that are too deep-rooted to be due to chance. In more recent times, the Malagasy have had considerable contact with the nearby African coast, which shows itself linguistically in loan words from the Bantu languages spoken there (much as contact between English and French in the medieval period gave rise to many French loan words in English), and genetically, in the presence of a substantial African genetic component alongside the original East Indian/South Pacific one.

The Grand Mother Tongue

Are many modern languages descended from a common ancestor? Common features, especially common words, shared by many of the languages used in Europe, India, and Asia, led scholars to believe that these languages may have developed from the same source. That source language was never written down and is now extinct, but it has a name: it is called the "Proto Indo-European" language ("PIE"), and the family of languages believed to have developed from it is called "Indo-European" ("IE").

There has been much speculation as to the region where the speakers of Proto-Indo-European first lived and the nature of their culture, but nothing definite is known. One theory places them at approximately 3000-4000 BC in what is currently the Russian steppe north of the Black Sea.

By studying the vocabulary and grammar of the various daughter languages of which there are records, scholars have tried to reconstruct PIE and infer some of its characteristics. It appears to have been highly inflected in a distinctive way. Apparently, it also had three genders (masculine, feminine, and neuter) for nouns, pronouns, and adjectives; no less than six cases for the noun; agreement between adjectives and nouns; and a free accent (i.e., one that could be placed on any syllable). - **Jilly Jiu**

The Indo-European Controversy

Much controversy has surrounded the theory of the expansion in ancient times of the Indo-European language family into Europe. Today, this language family includes nearly all the languages of Europe (the main exceptions being Basque, and Finno-Ugric languages such as Estonian, Finnish, and Hungarian), parts of the Caucasus (e.g. Armenian) and the Middle East (e.g. Persian, Kurdish), parts of Central Asia (e.g. Pashto in Afghanistan, Tajik), and most of the northern part of South Asia from Pakistan across to Bangladesh (e.g. Panjabi, Hindi, Bengali). One hypothesis views the speakers of Indo-European languages as mounted warriors who arrived from the steppes east of Europe and essentially, beat the local population into submission. Another theory regards the newcomers as peaceful agriculturalists and as the first farmers in Europe—where it is known from the archeological record that agriculture spread from the southeast starting around 9,000 years ago.

Can linguistics, perhaps in conjunction with genetics, shed any light on this problem? While we may still be far from a definitive answer, there are profitable lines of investigation to follow.

Genetic studies suggest a fair amount of continuity of population in Europe from the time before the introduction of agriculture to the agricultural period although there is evidence of a substantial geneflow around 9,000 years ago that might be correlated with the spread of agriculture (recent estimates of the proportion of Europe's genetic material provided by such a geneflow range by as much as 20% to 70%). At any rate, some contribution to Europe's genepool was probably made by these early incoming agriculturalists.

By examining the agricultural vocabulary of the Indo-European languages, linguists can determine to what extent this vocabulary can be projected back to the

This is just one of many painted rock walls in Australia by Aborigines. Some Australian Aborigine rock paintings are among the earliest in the history of mankind. Photo: John Smith,© Australian Tourist Commission

"The most likely conclusion is that Indo-European languages were introduced into Europe not so much by a process of population replacement, but rather by one of language shift."

common ancestor of all the Indo-European languages: Proto-Indo-European [see box]. To be reasonably certain that a word can be projected back to the ancestor language, it must have reflexes (i.e. linguistic descendants) in attested Indo-European languages from the western to the eastern geographic range of these languages so that we can be sure that the word is not an innovation of one particular group.

Moreover, the words under investigation must be related to one another by means of regular sound correspondences, as was illustrated above in the comparison of Malagasy and Malay, to exclude the possibility of later loans from one language to another. After all, the fact that most Indo-European languages have a word for the telephone should not lead to the conclusion that the Proto-Indo-Europeans used the instrument! If the words for telephone were regularly related then the French word would have had an initial *d*—compare two and *deux*.

As it turns out, a fair amount of agricultural terminology appears to be restricted to certain groups of Indo-European languages, and cannot be reliably projected back to Proto-Indo-European.

Investigations into the Proto-Indo-European vocabulary suggest that its speakers were familiar with agriculture, including both animal husbandry—there are distinct terms for wild animal and domesticated animals, and a verb meaning "to tame"—and cereal agriculture. A crucial term here is a reconstructable verb meaning "to plow". The reason why this term is so important is that it enables us to place a date on the break-up of the Proto-Indo-European-speaking community, because, from the archeological record, the plow is not attested in Europe before the sixth millennium before the present. If we put the archeological and linguistic data together, we can deduce that:

1. Agriculture was introduced into Europe starting around 9,000 years ago.
2. The plow was only introduced about 3000 thousand years later.
3. Speakers of the incoming Indo-European languages were familiar with the plow.

This can only mean that the influx of Indo-European languages cannot be identified with the initial expansion of agriculture into Europe. If it is indeed the case, as has been suggested by many geneticists, that there is no genetic signature in the European population dating to around this time, then the most likely conclusion is that Indo-European languages were introduced into Europe not so much by a process of population replacement, but rather by one of language shift, with the existing population taking over the new languages and techniques, such as perhaps the plow.

It is only within the last few years that developments in genetics have enabled scholars to combine not only linguistic and archeological, but also genetic data, in building up accounts of prehistory such as those illustrated here. Given that such work is very much in its initial stages, there will undoubtedly be many instances where later work will suggest modifications, perhaps in some cases quite substantial modifications. But at least we now have ways of approaching questions concerning the prehistory of human populations where previously we could only speculate. ■

Bernard Comrie is director of the Department of Linguistics at the Max Planck Institute for Evolutionary Anthropology. His main interests are language universals and typology, historical linguistics, and linguistic fieldwork. Publications include *Aspect* (1976), *Language Universals and Linguistic Typology* (1981, 1989), *The Languages of the Soviet Union* (1981), Tense (Cambridge, 1985), *The Russian Language in the Twentieth Century* (with Gerald Stone and Maria Polinsky, 1996). He is also editor of *The World's Major Languages* (1987) and managing editor of the journal *Studies in Language*.

Further Reading

The general use of linguistic evidence to recover prehistory forms part of the discipline of historical linguistics, for which a solid introduction can be found in Campbell (1998): the comparative method discusses methods of showing that languages are related in a single family, while linguistic prehistory or linguistic paleontology is concerned with reconstructing aspects of prehistoric cultures from linguistic evidence. Cavalli-Sforza (2001) is a non-technical introduction to the use of linguistic and biological methods in studying the prehistory of populations. More technical accounts concentrating on the genetics of the Caucasus and on farming among early Indo-European speaking peoples are Nasidze and Stoneking (2001) and Comrie (in press) respectively.

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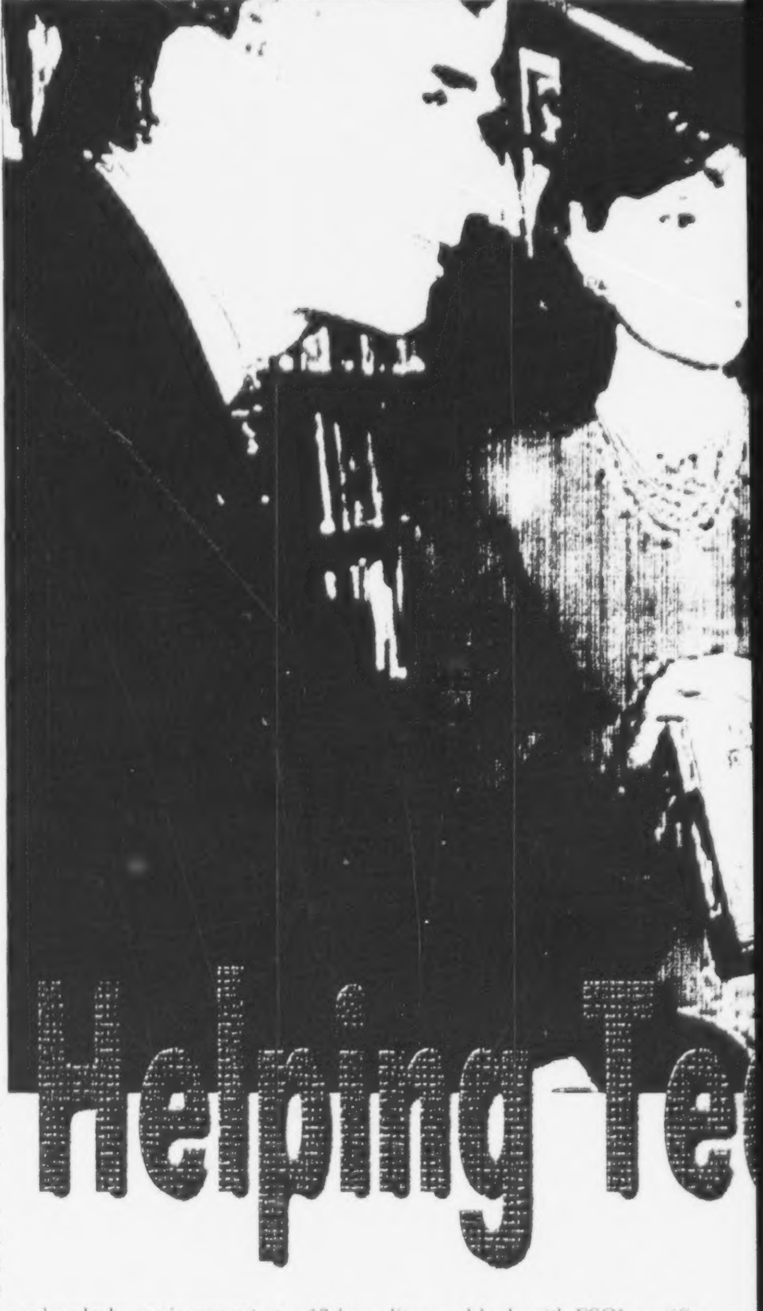

Nile Stanley reports from the Harvard Literacy Institute.

The Harvard Literacy Institute (HLI), funded by the Carnegie Corporation, was held last June with a follow-up in January 2002. The theme was "Helping Teachers Teach Reading." The goal of the HLI was to bring together pre-service teacher educators to review current research and best practices in preparing teachers to teach reading to elementary-aged students.

"A major intent of the Institute is to help teacher education programs respond to the changes being imposed on them by shifting standards," said Catherine Snow, HLI's chair. "I hope it serves as a stimulus for institutions to review recent research, analyze their teacher preparation programs, engage in dialogue, review course materials, and articulate action plans."

The HLI focused on five main content areas including oral language, words and reading, comprehension and vocabulary, assessment and intervention. Included in the HLI was a module on teaching second language learners because, as Snow observed, despite the ubiquitous presence of nonnative speakers of English, most early childhood and elementary teachers have had little or no direct instruction or support in understanding the special learning needs of nonnative speakers.

Marcelo M. Suarez-Orozco, an anthropologist teaching Human Development and Psychology at the Harvard University Graduate School of Education, presented extensive demographic data on the changing color and culture of America.

"We are now in the midst of the largest wave of immigration in history," said Suarez-Orozco. "The vast majority of these immigrants are coming from Asia, the Caribbean, and Central and Latin America."

"Currently children of immigrants make up one-fifth of today's youth. In two generations nearly half of the population will be 'people of color,' the children and grandchildren of today's immigrants."

Suarez-Orozco draws upon data from the largest ongoing longitudinal studies of immigrant children and their families ever done. He asks critical questions such as: How are the children of immigrants faring in American society? How are they adapting to school? He concluded that "it is the best of times, and worst of times" for immigrant children entering America's schools. On the one hand, children of immigrants are, contrary to popular belief, entering America better educated than previous generations and eager to learn English. They also have high educational aspirations. On the other hand, the initial educational experiences immigrants have vary widely, as Orozco (2001) writes:

"The very best and the very worst that American schooling has to offer can be found within a thirty-mile radius of most major cities. Learning this information requires an active effort for newcomers, (p.131).

A savvy parent will seek an effective school; one with positive leadership, a safe and orderly environment, high academic expectations for all students, and a high value placed on students' cultures and languages. Unfortunately, "immigrant children are now more likely to attend schools that are more hyper segregated (by both poverty and race) than ever before," (p.62). The children often attend schools brimming with discrimination and racism, and lacking highly trained teachers and innovative, culturally responsive curricula.

My institution, The University of North Florida (UNF), School of Education, has responded to the national reports on reading and changing demographics by introducing a 12-hour literacy block with ESOL certification for students seeking to become elementary teachers. UNF is requiring more increased preparation on how to teach reading with an emphasis infused throughout all coursework on teaching second language learners. Also, UNF has added an ESOL professional development school (PDS) where interns will have field experiences with urban children and second language learners. Preliminary surveys indicate that students who attend reading methods classes at a PDS feel they have a richer, more beneficial experience than attending on campus where there is no "hands-on" teaching of school

chers Teach Reading

"Children of immigrants are, contrary to popular belief, entering America better educated than previous generations and eager to learn English."

children. One student said:

"I was scared at first to go to an urban school. Unlike a campus course, I was able to apply what I learned each week by trying out strategies with the children. I learned a lot because I had not had the opportunity to work with African American children. I fell in love with the children and now want to teach in an urban school."

Additionally, literacy faculty is committed to continued professional development in literacy and ESOL. As Orozco states, "If immigrant children are well served today, they will become important contributors to the future well-being of our country (p.136). ■

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PROFICIENCY DOES NOT EQUAL EFFICIENCY

Barbara S. Andrews believes that proficiency testing "mania" is a serious threat to the future of language teaching in America's schools.

Proficiency tests: At first I thought they were just another series of tests that kids had to take—yet another interruption in the school day, but relatively harmless.

Then I noticed that the proficiency-tested areas—math, reading, writing, citizenship, and science—were getting more scrutiny than other subjects. That seemed like a good thing, since nobody was trying to interfere in my foreign language classes. But it wasn't long before I realized that foreign language and other elective courses were being given short shrift as far as money, time, and attention were concerned.

Then the Ohio Department of Education started issuing "report cards" for schools. These cards reveal the overall test scores achieved by students in each public school district, as well as the state average and the average for "comparable" schools. Nearly all of the 28 criteria used to evaluate the schools are related to proficiency tests.

But I started getting really annoyed when we were told that all teachers had to fill out "proficiency intervention" forms. In other words, we have to document how we are helping our students prepare for their proficiency tests. It doesn't matter that my subject area is not included on the test. I still have to fill out these ridiculous forms showing how I teach math, science, etc. in French and Spanish.

Nobody cares that this is a huge waste of time for me. I later discovered that it could be worse. A Spanish teacher in Texas told me that she has to spend time in class actually teaching math instead of Spanish, even though she is not a math teacher!

We were told this year that professional development money—used to defray expenses for conferences—would only be approved if we could document that it would help us prepare students for the proficiency tests. What that boils down to is that if you don't teach a proficiency-tested area, you have to pay your own way. That, too, could be worse—I've heard of some schools where the administration refused to let anyone other than teachers of the "core" areas attend any conferences, even if they are willing to foot the bill themselves, and even if the conference is being held in their backyard. Apparently it's not important for teachers of elective courses to seek to improve their skills.

But it wasn't until I started doing research for this article that I discovered how grim this situation is—and not just in Ohio either. That was when my annoyance and anger turned into real fear for the future of our educational system. . . and our kids.

The whole idea of judging either a student or an institution solely on the basis of test scores is absurd. Even if you discount

No test truly measures everything a student knows.

the "test bias" factor, no test measures everything a student knows. Students do not get credit for knowing things that are not covered on the test. That is why teachers are obligated to "teach to the test." If they teach too many things that are not on the test, their students might not know the "important stuff" well enough, and the teacher will be labeled ineffective because too many students didn't pass.

Standardized tests primarily assess information learned through rote memory. They do not do a good job of measuring such things as creativity, problem solving, and higher-level thinking skills, all of which are essential to a student's academic career and success in life. Studies show that courses such as foreign language, the arts, and music promote the development of these critical skills. And that leads to my next point:

The obsession with proficiency test scores is undermining elective areas that are essential to a good education.

Simply stated, schools pay more attention to the proficiency-tested areas because that's what they're being graded on. My students always want to know exactly what's on the test because they don't want to bother studying the "unimportant stuff."

Elective areas are being reduced and even squeezed out of the curriculum in many schools. The superintendent of a rural school district near Toledo wants to eliminate all elective courses from the middle school in an attempt to improve test scores. Apparently the community is in an uproar over this. Will more and more schools find themselves following suit in a desperate attempt to improve test scores?

"The obsession with proficiency test scores is undermining elective areas that are essential to a good education."

Consequences of the Proficiency Test Craze

So where is this proficiency test mania taking us? Are students really making significant progress in the core areas? And what will happen if the core areas are allowed to keep squeezing out the rest of the curriculum?

A college professor friend of mine says, "If anything these tests are encouraging students to think more narrowly, to think that the test is the most important aspect of their education, and to focus less on the future and more on the minutes spent in class so they can regurgitate what they are hearing."

If this national obsession with proficiency tests goes on unchecked, the U.S. will continue to produce monolingual citizens who are ignorant of other cultures and incapable of understanding the complexities of world affairs. The politicians that they elect to lead us will have the same inadequacies. The ever-decreasing pool of potential employees with proficiency in a foreign language will prove to be a severe handicap in the global marketplace and in the area of diplomacy. Bigotry and distrust against ethnic groups and nationalities will thrive as

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communities remain segregated from each other.

It has been suggested that the 9/11 disaster could have been prevented if our security forces had been well-enough trained in Arabic to decipher the clues that were left behind by terrorists. Former Senator Paul Simon, writing in The Washington Post, concludes:

"In every national crisis from the Cold War through Vietnam, Desert Storm, Bosnia and Kosovo, our nation has lamented its foreign language shortfalls. But then the crisis 'goes away,' and we return to business as usual. One of the messages of Sept. 11 is that business as usual is no longer an acceptable option."

> "In every national crisis from the Cold War through Vietnam, Desert Storm, Bosnia and Kosovo, our nation has lamented its foreign language shortfalls. But then the crisis 'goes away,' and we return to business as usual."

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Without a thorough grounding in elective courses, many of our children may never discover their innate talents and realize their full potential. To my mind, the greatest tragedy will be the large numbers of children who will never discover the joys of music, art, and speaking foreign languages, who will never understand that learning is more than rote memory, or that a test is simply a tool—not the premise—of a good education.

As it becomes obvious that the public school system is focusing on only five subjects, more and more parents will start looking at private schools to ensure a well-rounded education for their children. Those who cannot afford it will clamor for vouchers and other types of financial aid because they don't want to see their children shortchanged. The private schools, at least, are not obligated to meet rigid state requirements imposed by legislators, and have the freedom to demand high standards of their students in a wide variety of subjects.

The headmaster of the John Burroughs School in St. Louis, Missouri writes:

The academic program at Burroughs is exceedingly rich and our students perform exceptionally well, but the curriculum here extends beyond what is traditionally called "academic." The best way I can describe it is to say that if you applied the liberal arts philosophy of higher education to secondary education, that would describe our curriculum. The arts teach problem-solving, self-knowledge, and active engagement with the world, among other things, and today at Burroughs the arts enroll more students than ever.

United We Stand, Divided We Fall

In recent years, I have become actively involved in our state foreign language organization, and I have frequently been puzzled by the fact that no national organization has taken the initiative to promote foreign language at the grass roots level. Occasionally I see television ads for music or art, but nothing for foreign language. Our national organizations encourage us to write our congressmen, but I have seen no national effort to reach the people who elect these politicians.

Our state organization has spent many thousands of dollars on posters, buttons, and billboards over the years, but we always wondered if we were wasting our money—advertising not being our area of expertise—and why our national organizations weren't taking the initiative to gather support for a professionally-designed national campaign to promote foreign language. If our organization is willing to donate a substantial amount for such a cause, then surely others would do so as well. And if we all work together, we might be able to accomplish something truly remarkable.

We have to find ways to promote foreign language in our schools and communities. How do we do that?

We have to prove the value of foreign language by seeking opportunities to do interdisciplinary projects with proficiency-tested areas: It would not be a wise move for me to start teaching math, but what about

working with a science teacher to collaborate with a school in Mexico that wants to do a distance-learning project on water quality? Even if the language ability of my students is not up to the task of speaking with native Spanish speakers, many Mexican students speak English, and there would be a significant benefit from the cross-cultural contacts made through such a project.

We have to publicize our international festivals and special projects to keep them in the public eye. We are already doing a lot of good things—in and out of the classroom. What we have to do now is learn to write press releases and try to focus public attention on them.

We need to get involved in our foreign language organizations: The six years that I spent as an executive board member of our state foreign language organization really empowered me as a foreign language teacher. I made friends with some of the most dedicated teachers in the state. I got to be on the cutting edge of everything that was happening at the state and national levels. I started presenting sessions and workshops at state, regional, and national conferences, and I started writing articles as well. These days when I go to a conference, I look forward to greeting my many friends and colleagues and feel much more welcome than in the old days when I was virtually invisible.

While it's true that I put in a lot of hours as newsletter editor, they were mostly enjoyable hours, and I always felt the benefits of being a board member far outweighed the demands on my time.

It's Now or Never

Frankly, the more I discovered while researching this article, the more discouraged I became. There is a serious threat to elective areas in this country, and foreign language, in my opinion, is the least prepared for battle. If we do not step in and speak up now for the value of foreign language education for our children, we may well see our programs weakened and eventually eliminated as school districts make desperate attempts to improve proficiency test scores.

And while this eventuality will certainly cost us jobs in foreign language teaching, the children are the real losers. Because they may never know the joy of being able to speak to people who can't speak English. Or be able to get an insider's view of another culture, not to mention a new view of their own.

Even more important, in this very uncertain era of war and terrorism, shouldn't our nation be concentrating on opening doors to communication with the rest of the world, and not on closing them? Our very existence is jeopardized by our own shortsightedness. It is clear that this country needs to re-examine its priorities, and that language educators need to start working together to make our voices heard and our vision a reality. ■

Notes:

1 Barron, Dennis, "America Doesn't Know What the Rest of the World is Saying," New York Times, October 27, 2001.

2 Simon, Paul, "Beef Up the Country's Foreign Skills," Washington Post, October 23, 2001.

3 Shahan, Keith E., "Welcome," Online. Internet. http://www.jburroughs.org/welcome/welcome.html. Accessed 14 Apr. 2002.

Barbara S. Andrews teaches modern languages at Gateway Middle School in Maumee, Ohio. This year, Barbara received the Publications Award from the Ohio Foreign Language Association.

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Managing the Teachers

Bill Hellriegel advocates a "hands-off" approach for supervisors of language teachers.

For five years, I was the academic supervisor of a university English Language Program (ELP). During that time I was in charge of recruiting, supervising, evaluating, creating schedules for and assigning work to faculty. One of my biggest accomplishments was to get approval for an across-the-board raise for all teachers. I also supervised projects and programs in the ELP, such as the creation of an entirely new program curriculum, faculty training for computer-assisted language learning (CALL), and the creation of student and faculty program websites. I also dealt with student complaints, went on marketing trips for promoting the program and worked with potential clients who required programs tailored for their specific needs. To help me, I had one administrative assistant and a number of part-time people who I supervised indirectly, and there were anywhere from 12 to 25 teachers.

I found the position very rewarding: When I started, the program was inchoate and amateurish. During my administration, we recruited excellent teachers, built bridges between faculty and staff, created an entirely new curriculum that was functioning smoothly, and empowered faculty so that each had significant responsibility for one or more programmatic tasks in addition to teaching.

But, after five solid years of nothing but 11-hour days, I was ready for a change. Since I wanted to stay with the program, I felt that returning to teaching would be refreshing. Back in teaching, I soon realized that although I was an experienced teacher, I had become, as a supervisor, less aware of the everyday challenges faced by instructors in the classroom.

My faculty colleagues remind me frequently of the unrealistic expectations I had of them when I was their supervisor. I share their viewpoint now, but at the time I did not. When I worked with teachers planning their schedules for a particular quarter or even a year, the number of hours I was willing to allocate to each task made sense to me but not to them. I had forgotten how much of a teacher's time is involved in matters that had nothing to do with teaching. I didn't remember that students have questions both before and after classes, which means that classes can run over 30 minutes or more. There is preparation, which involves, at least for a creative instructor, much more than simply recycling tried and true lesson plans. It involves rethinking lesson plans to make them better, to reflect and include what's new in the rapidly changing world of teaching. There are field trips (we organize many of these in our school), which involve a lot of planning time as does socializing with students, usually during evenings or on weekends.

In short, the instructor's job is like the proverbial housewife's—never done. For the supervisor to add to all of this the expectation that teachers perform administrative tasks, under the assumption that the teaching alone is not already well beyond a full-time job, is unrealistic and bad management. It is also indicative of the view that the instructors "have it easy" and are not working hard enough—a message that both insults and demoralizes.

As an administrator, I was generally effective and well liked. But I now realize that an administrator must always be aware that his or her priorities can be radically different from those of the instructors. A supervisor shouldn't get so caught up in planning and managing that she or he loses sight of the profession, as experienced by the instructor interfacing with students and working to meet their needs. For a supervisor, understanding instructors and their needs, and then supporting them to the best of one's ability, are the things that matter most. In fact, they really don't need much supervising. If they did, they wouldn't be instructors because instructors are, by nature, self-motivated professionals who bloom when left alone! The supervisor's job is to facilitate that blooming. I used to be skeptical of this point of view, but now I know that it's true.

So, here are a few tips for those of you who might be thinking of administration:

1. Instructors want you to listen to their needs with care and patience, and then work to meet them. Your doing so is the key to gaining their affection, cooperation and support. This also optimizes performance because instructors can usually manage their own time, workstyles, task prioritizing and completion. Teachers can even choose the tasks themselves in cooperation with their colleagues since, in the case of a healthy and functioning faculty, the collective awareness is great and the judgment wise.

2. Teaching is generally a "feminine" profession in the stereotypical sense that instructors normally communicate, share, and focus on serving others honestly and faithfully. They will do whatever is necessary to accomplish what is needed. They see themselves as self-regulating, both individually and in groups, and they expect to be supported rather than directed. They feel that they know what is best for themselves, for the students and for the program; and they are usually right.

3. Complications and discord are introduced only when further employment is uncertain and/or when instructors feel unappreciated. Salary differences, even when known, are

not usually problematic unless they are seen as arbitrary or unfair. In general, instructors don't work primarily for the money: other aspects of the job are usually much more important to them.

4. Following on from (3), you should work very hard to ensure—as far as you can—employment for faculty members whose accomplishments should be celebrated both publicly and privately. The best way to maximize the probability of employment is to spend a significant portion of your time working to recruit new students, developing new programs, and keeping those customers for whom you already run programs returning.

5. If instructors know both that you are fully supporting them in their efforts to do their work as they see fit, and working hard to recruit new students and, thus, creating more work for them, they will be satisfied, productive and cooperative; and they will be understanding if and when you need to make tough employment-related decisions. ■

Bill Hellriegel, former academic supervisor of the English Language Program of International Programs, UCSB Extension

Courses in Language Teaching Management

Would you like to be better at giving feedback to teachers and colleagues? At dealing creatively with school managers, parents and students in difficult situations? At managing yourself effectively in a group? Teachers hoping to develop their careers should consider taking a specialist course designed to maximize their potential as administrators and managers.

The School of International Training (SIT) in Brattleboro, Vermont, offers an International Diploma in Language Teaching Management (IDLTM). Administered jointly by SIT with the University of Queensland in Australia and the U.K.-based University of Cambridge Local Examinations Syndicate, the IDTLM is designed to provide a foundation in management issues and skills for those required to undertake management roles in the language teaching field. The course covers the areas of Organizational Management, Financial Management, Human Resource Management, Marketing, Student Life, and Academic Management, plus two "locally specific" topics. The Diploma itself is accredited by the three institutions involved. The course involves 15 contact hours (both face-to-face and online) and 230 non-contact hours. The next course is due to start on September 30, 2002. The course fees are $3500. Currently the course offers 7 graduate credits, however, there is a proposal to raise that number to 8 for next year. Pending approval, the added credit would raise the fee to $4240 for next year. For more information, e-mail: idltm@sit.edu

The University of Surrey offers a PG Diploma / M.Sc. in English Language Teaching Management by distance learning. The PG Diploma comprises eight core modules assessed by assignment. On successful completion of the Diploma stage, candidates are invited to proceed to the M.Sc. stage which consists of two options, each assessed by assignment, and an M.Sc. project of 8,000 - 10,000 words. There are two intakes per year in October and March. The PG Diploma takes seventeen months to complete, which allows approximately two months to complete each core module. The M.Sc. stage should be completed within ten months of completing the PG Diploma. The total fee for the course is 7,380GBP ($10,750), payable in three installments.

Also available by distance learning from **International House London**, is the Diploma in Educational Management (ELT). The course is offered four times a year, takes 12 months to complete, and costs 1,250GBP ($1,825). Contact info@ihlondon.co.uk for more information.

University College, Chichester, UK, offers an M.A. in English Language Teaching Management on a full- or part-time basis. Designed for ELT professionals, the course consists of 6 modules and a dissertation. The modules consider the theory and skills of management, TQM, project management, teacher and organizational development, finance and marketing, curriculum management, the management of innovation and change, and evaluation. You can email Ian Forth (I.Forth@ucc.ac.uk) for more details.

At **Embassy CES in England**, you can take a two-week course entitled "Skills of Academic Management". This intensive course is for directors of studies, heads of department, academic coordinators, teachers and trainers who have, or will have, managerial responsibilities in ELT posts. The course costs 490GBP ($715) and you can ask for more information at infouk@embassyces.com ■

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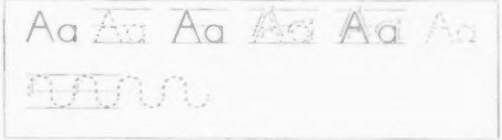
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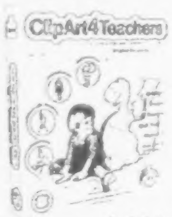

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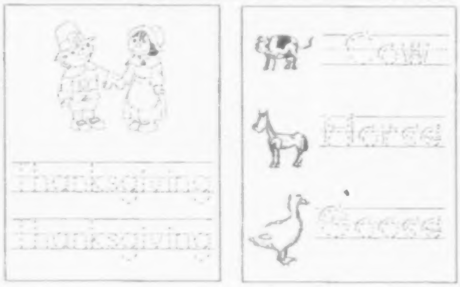

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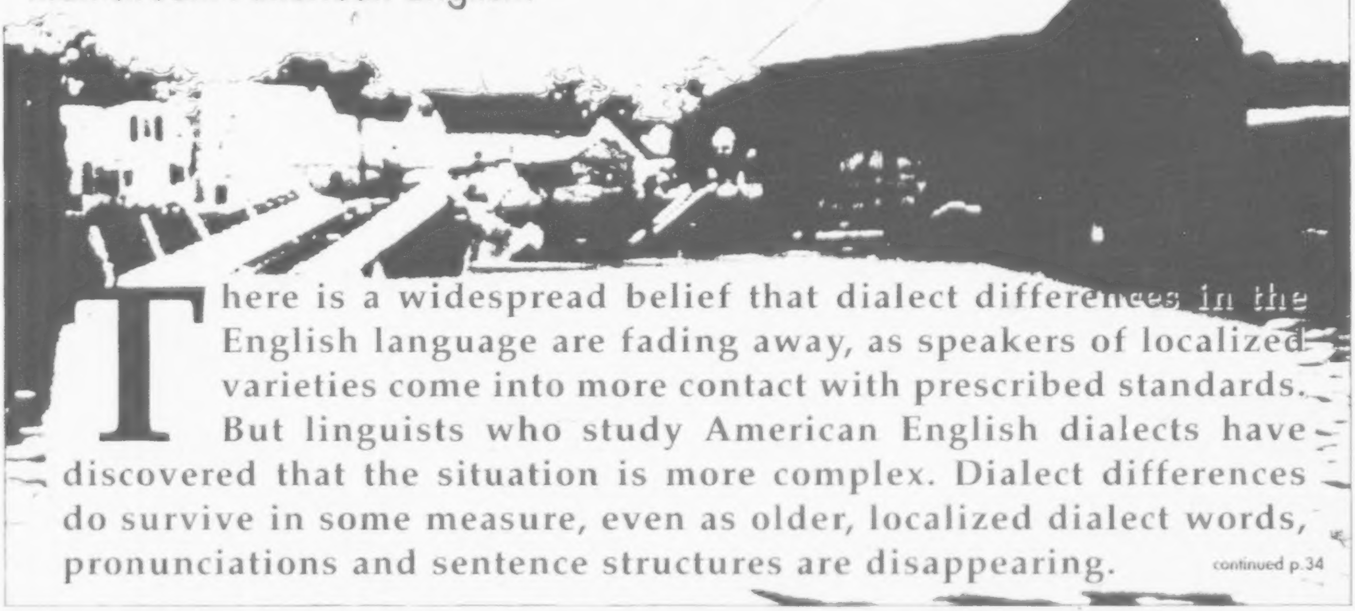
In a world awash with linguistic conformity, **Natalie Schilling-Estes** reports on an island dialect that is not only retaining its character but is actually becoming more distinct from mainstream American English.



There is a widespread belief that dialect differences in the English language are fading away, as speakers of localized varieties come into more contact with prescribed standards. But linguists who study American English dialects have discovered that the situation is more complex. Dialect differences do survive in some measure, even as older, localized dialect words, pronunciations and sentence structures are disappearing.

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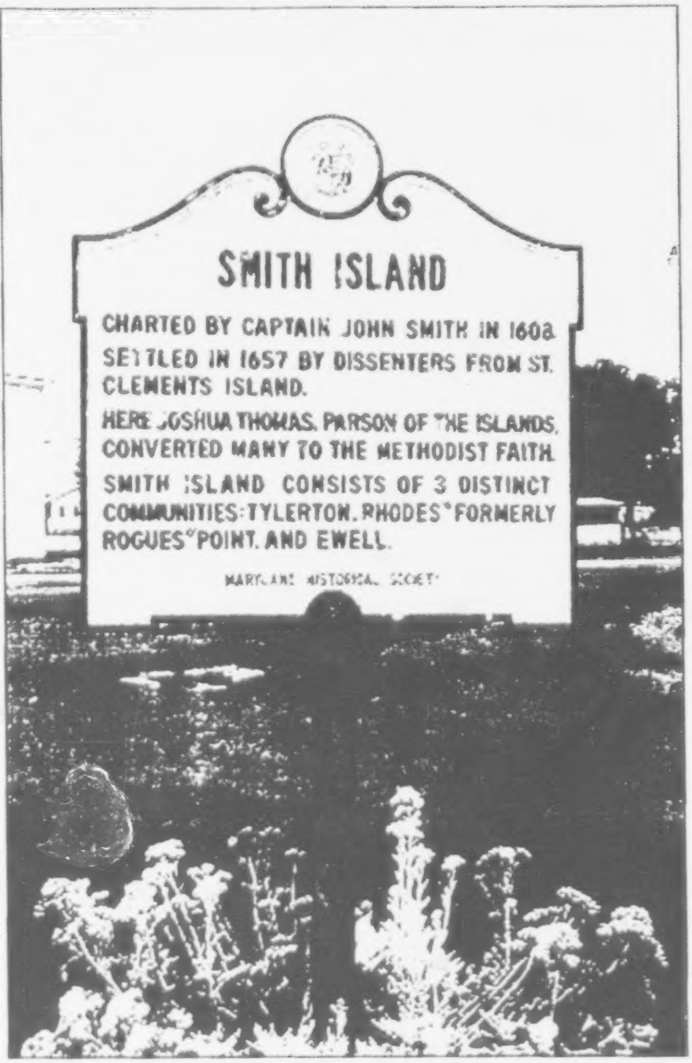
One place in which dialect differences have not only persisted but have actually become more pronounced over several generations is Smith Island, Maryland. Smith Island is located in the Chesapeake Bay, about 10 miles from the mainland Delmarva Peninsula. It is actually a small group of islands, extending about eight miles north and south and four miles east and west. The current population is about 360. Smith Island has been accessible only by boat since its first English-speaking inhabitants took up permanent residence there, in the late 1600s. Many of these early settlers came from southwest England (usually via Maryland or Virginia), and there is some evidence of Cornish ancestry on the island as well. Over the centuries, a unique dialect has developed on the island, fostered in part by the island's geographic isolation from the mainland, and in part by the islanders' longstanding sense of cultural distinctiveness.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The Island Dialect: Preserving Older Ways of Speaking

As with many small dialects in isolated places, the Smith Island variety is often characterized as "Elizabethan English," "Shakespearean English," or even "Old English." Perhaps this is because isolated dialects like this one often retain vestiges of older usages, long since faded from more mainstream varieties. Some examples of older lexical items found on Smith island are *drudging*, meaning "catching oysters by pulling them up with a net attached to a metal frame" (dates back to at least 1709; also called *dredging*); *jag* "big load of oysters" (late 1500s); *mudlarking* 'picking up oysters or crabs in the shallows' (dates back to at least 1796); and *progging* "collecting arrowheads and other artifacts from the marshland" (early 1600s). Pronunciations that represent older usages include saying *zink* for sink (which dates back to Middle English) and adding an extra *g* sound to the ends of *ng* clusters, as in *hung up* or *long island*. (Think of how some New Yorkers pronounce "Long Island.")

"As with many small dialects in isolated places, the Smith Island variety is often characterized as 'Elizabethan English,' 'Shakespearean English,' or even 'Old English.'"

Islanders' pronunciation of the long *i* sound in words like *night* and *nine* is also reminiscent of the way *i* was pronounced in Elizabethan times, when it sounded something like *uh* (as in *but*) and *ee* (as in *beet*) pronounced together in rapid succession. However, the fact that older speakers on Smith Island (and in other areas where this feature occurs) actually use this pronunciation less frequently than younger speakers strongly suggests that today's pronunciation is a comparatively recent innovation that happens to sound like an older usage, rather than a holdover from Elizabethan days. Older sentence constructions found in Smith Island English include adding an *uh* sound to verbs ending in *-ing*, as in *The men went a-huntin'*, using the word it for there to indicate the existence of someone or something, as in *It was a lot of wind* for *There was a lot of wind*, and using phrases like of a night or *of a winter* instead of *at night* or *in the winter*, as in *We used to visit our neighbors of a night* (meaning *We used to visit our neighbors at night*) or *We go ice skating of a winter* (meaning *We go ice skating in the winter*).

Something Old, Something New

Despite the persistence of all these older features in the Smith Island dialect, it is not quite correct to classify it as "Elizabethan."

As with all dialects, even the most isolated, Smith Island English has undergone considerable change over the centuries, and it includes many words, pronunciations, and sentence constructions that originated in the Americas rather than the British Isles. For example, of all their unusual pronunciations, islanders are most noted for their pronunciation of the *ow* sound in words like *house* and *down* as more of an *ey* (as in *hey*) or *ay* (as in *my*) sound, so that *house* sounds something like *hace* or *hice*, and *down* sounds like *dane*.

However, this pronunciation does not date back to Elizabethan days; in fact, it seems to have sprung up on the island itself, and it did not attain widespread usage until the mid 20th century.

Similarly, the lexical feature for which the island (and surrounding coastal areas) is best known is their rich stock of terms having to do with the intricacies of the crabbing

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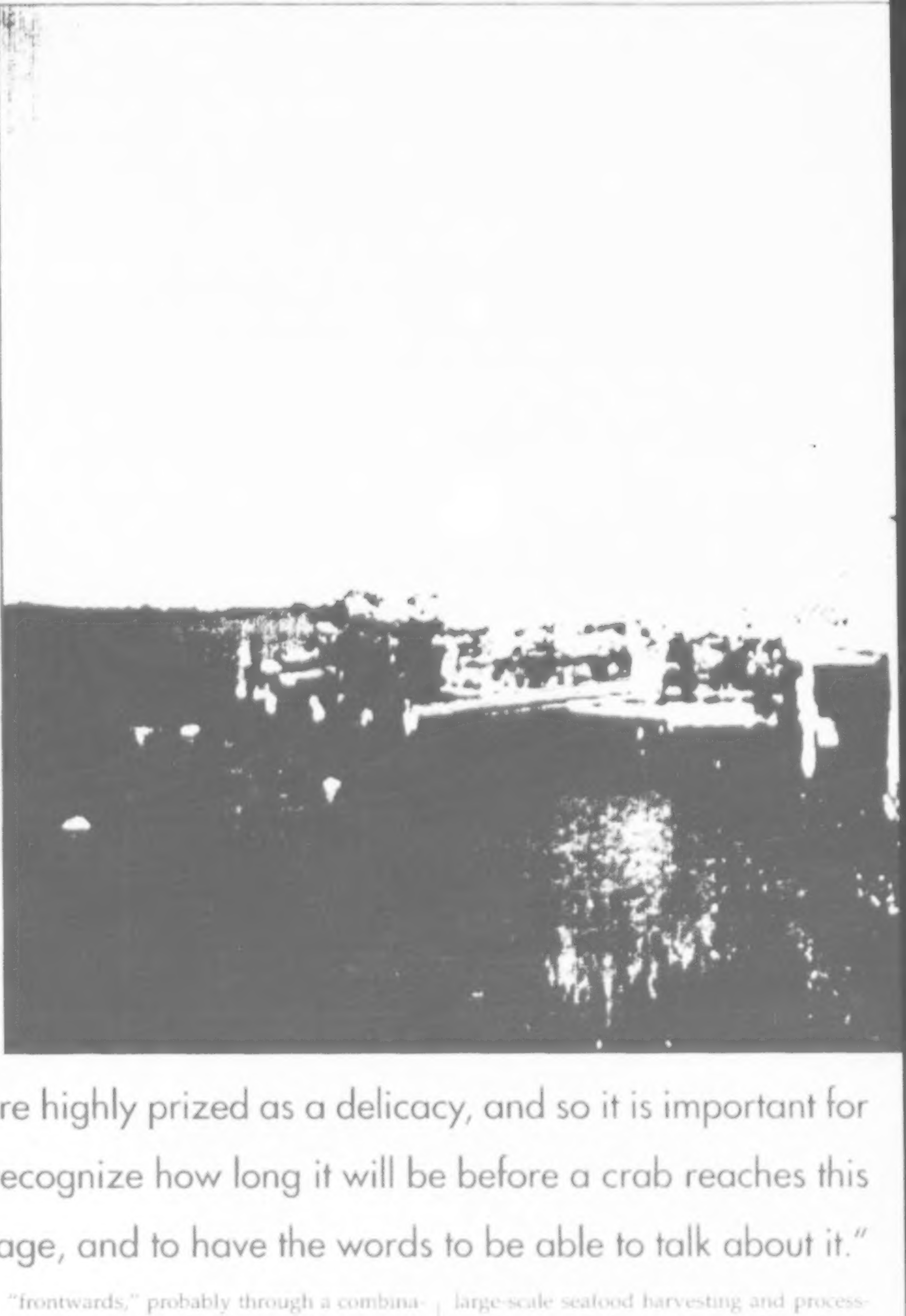


from p. 34

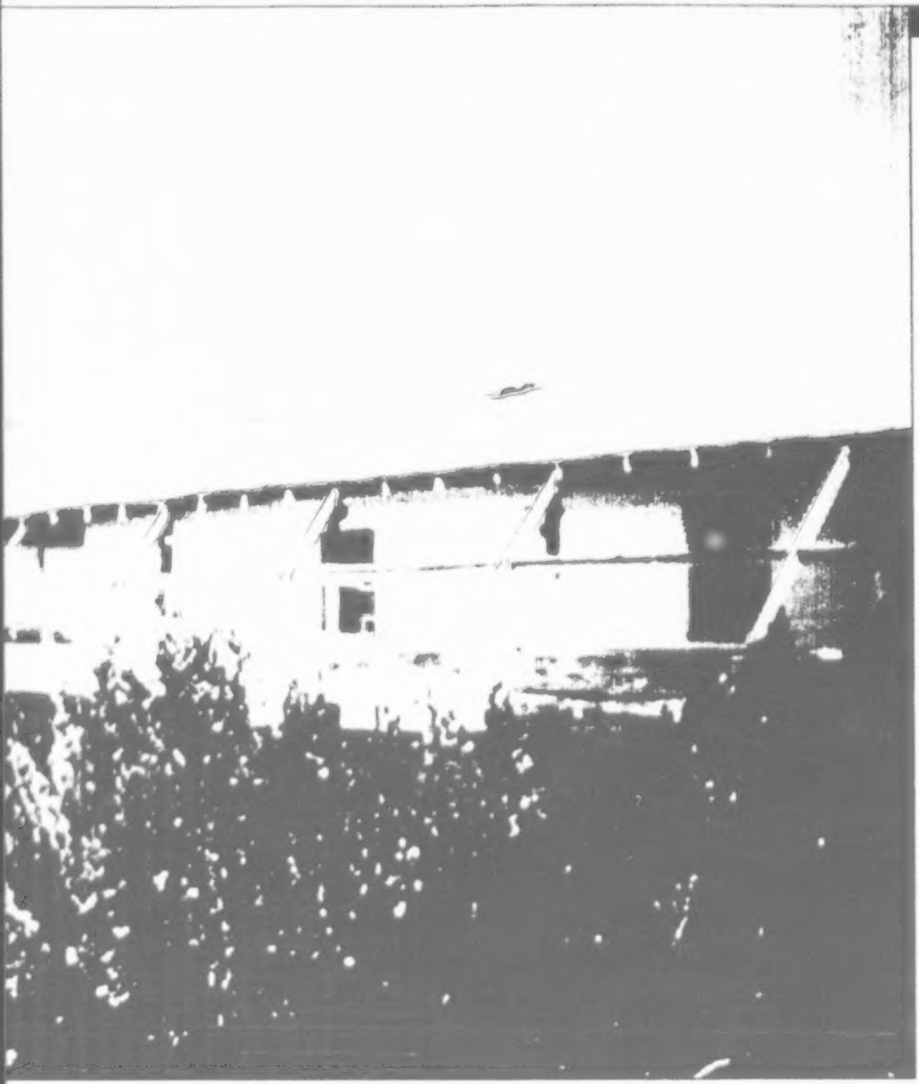
industry, which did not become the chief way of making a living on the island until the latter half of the 1800s. (The original settlers were farmers; following this, most families supported themselves through oystering.) Among the many terms associated with crabbing, we find dozens that refer to the crabs themselves, including terms for various sizes of soft crab (ranging from *mediums* to *hotels* to *primes* to *jumbos* to *whales*) and crabs in various stages of their molting cycle. For example, *greens* are crabs that are two weeks or less from shedding their shells, *peelers* are hours away from shedding, *busters* have started to shed or bust, and *soft crabs* have shed their old shell but not yet grown a new one. Soft crabs are highly prized as a delicacy, and so it is important for islanders to recognize how long it will be before a crab reaches this short-lived stage, and to have the words to be able to talk about it. Other terms associated with crabbing include *scraping* and *potting* (two methods of catching crabs), *crab floats* (wooden boxes where *peelers* are kept until they shed), *shanties* (the small buildings that house crab floats), *jimmies* (male crabs), and *sooks* (sexually mature female crabs).

Perhaps the best-known dialect feature of Smith Island, and also of neighboring Tangier Island, Virginia, is "backwards talk." Backwards talk is similar to irony, in that it involves saying the opposite of what you mean (for example saying "It sure is nice out" when it's raining cats and dogs). It is also similar to what linguists refer to as "semantic inversion," or using a word to mean its opposite. However, on Smith and Tangier, backwards talk is ubiquitous, not just occasional, and it is highly creative, not just confined to one or two conventionalized words or phrases. For example, among more commonplace usages like *She's pretty* for *She's ugly* and *She ain't pretty none* for *She's very pretty*, we also find such creative constructions as *He ain't headin' it none* (*He's going too fast*—that is, making too much headway), *That weren't no common trick* (*That was a low-down trick*), and *He's barefoot* (*He's wearing a great-looking pair of shoes*). Clearly, backwards talk can be confusing or even downright incomprehensible to an outsider, but islanders always know whether they're talking backwards or "frontwards," probably through a combination of intonation, facial expression, gesture, general context, and close relationships with their neighbors. And just like the *ow* sound and the crabbing vocabulary for which the Smith Island dialect is so well known, backwards talk doesn't seem to have become common until at least the mid-1800s, two centuries after English speakers first began emigrating from the British Isles to Tidewater Virginia and surrounding regions.

> "Soft crabs are highly prized as a delicacy, and so it is important for islanders to recognize how long it will be before a crab reaches this short-lived stage, and to have the words to be able to talk about it."

Population Loss and Dialect Increase

In recent history, Smith Island has undergone a number of changes. With the rise in large-scale seafood harvesting and processing plants and the seeming decline of crab and fish populations in the Chesapeake Bay, it has become increasingly difficult for small-scale crabbers to make a living. The island population has been steadily declining over the past half-century or so, and even those who remain are often forced to seek employment on the mainland, sometimes commuting back and forth on the ferry every day, sometimes returning home only on the weekends. In addition, the island suffers from massive erosion problems and may even be sinking into the Bay (as has happened with several other inhabited islands before it), and large portions of



habitable land mass have been lost over the years.

The seeming doom of the traditional island community, coupled with increasing contact with mainlanders among those who remain on the island, seems like a recipe for the decline and eventual death of the Smith Island dialect. Interestingly, though, just the opposite is occurring. The dialect has actually become more—rather than less—distinctive from surrounding varieties over the course of several generations, and it is holding its own today, even among its youngest speakers. For example, pronunciation features like the long *i* and *ow* sounds mentioned above have increased dramatically in frequency in the past half century or so, as have such grammatical features as using it for *there*.

Also on the rise is another interesting grammatical feature—the use of *weren't* for past tense to be in negative sentences, regardless of subject person and number (as in *It weren't me, She weren't home, They weren't there*). The use of the were stem for all subjects does not extend to affirmative contexts, where things are fairly standard—in other words, we are far more likely to hear *I was, you were,* and *he was* than *I were* or *he were*. It is not at all uncommon in vernacular dialects for speakers to regularize irregular verbs like to be by using one form for all persons and numbers, even though standard English might dictate the use of two or more forms. (For example, constructions like you

continued p 38

Smith Island Speaking

bail (n): lunch, as in *"When it was time for a break, the men took out their bails and chatted while they ate."*

carry (v): take or escort, as in *"He carried her out on a date."*

edge of dark (n): twilight.

fly flap (n): flyswatter.

fuzz cod (n): gale or storm.

gut (n): marshy creek.

hide and switch (n): hide-n-seek

kofered (adj): warped or bent, as in *"The pier was old and kofered by the wind and tide."* This word may derive from "coffer," an obsolete verb meaning "to curl up, twist, warp."

noogs (n): sweets or desserts, as in *"She baked us some really good noogs for Thanksgiving dinner."*

Pancake Day (n): St. Patrick's Day.

pop (n): soda.

right smart (n): a lot, as in *"She puts right smart of pepper in her crab cakes."*

rinch (v): rinse.

skiff (n): small boat.

sun dog (n): reflection of the sun that may appear next to the sun; brings an easterly wind, cooler temperatures, and fewer crabs.

yarney (n): what Smith Islanders call people from Tangier and vice versa. Comes from the common practice on both islands of yarnin', or telling yarns.

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from p.37

was and they was are commonplace, as is *ain't* for all forms of negative present to be.) However, using *weren't* for all subjects is rare in American English and has been found in only a handful of mid-Atlantic and Southern dialects to date. Despite its rarity, its usage has increased dramatically on the island in the past couple generations, further contributing to the heightening distinctiveness of the dialect.

Because the dialect is becoming stronger as fewer and fewer people speak it, we classify it as a case of DIALECT CONCENTRATION, as contrasted with the DIALECT DISSIPATION that usually occurs when formerly isolated communities come into contact with the wider world. Although it is not uncommon for speakers in such communities to heighten their usage levels of one or two distinguishing dialect features as they relinquish traditional ways of speaking, cases of the increasing distinctiveness of an entire dialect are rare. In fact, none have been conclusively documented for any other English language dialect.

Why Concentration and not Dissipation?

How has Smith Island retained—and even enhanced—its dialectal character despite the loss of its speakers and their distinctive culture? There are several factors involved. First, although islanders are indeed coming into more contact with mainlanders in some ways, in other crucial ways they are not. For example, the island school only goes through eighth grade, and teenagers must attend high school on the mainland. In previous generations, transportation was available to them only on a weekly basis, and they had to board with mainland families during the school week, bringing them into sustained contact with mainland ways of speaking. In recent decades, however, a daily school began operating, and today's teenagers now come home every afternoon, which restricts their contacts with mainlanders and solidifies their relationships with fellow islanders. Secondly, we have to consider not only amount but also type of contact. For Smith Islanders, most contact with mainlanders takes place off island and not in their home community, since few tourists or other outsiders visit the island. In other formerly isolated communities, insiders often reach out, but outsiders also come in, and this close contact on one's home territory is probably more conducive to dialect diffusion. Thirdly, it is likely that Smith Island's small population concentrated in a restricted geographic area allows the community to heighten its dia-lectal distinctiveness to a level that is impossible to attain in larger, more diffuse communities, where there is necessarily more intercommunication with outsiders. Finally, Smith Islanders have always considered themselves a highly independent, distinctive people, and they consider their dialect to be an important symbol of their cultural uniqueness. Thus, no matter how often they encounter other language varieties, they are not likely to assimilate to them, since they value their own unique ways of living—and talking—so highly.

"Cases of the increasing distinctiveness of an entire dialect are rare. In fact, none have been conclusively documented for any other English language dialect."

The importance of the Smith Island dialect has been heightened in recent decades as islanders have come face to face with the possible demise of their environment and their traditional ways of life. It makes sense that they would heighten their dialectal distinctiveness even as they fight to maintain their cultural uniqueness. And there is hope in sight. Jetties are being put into place to stem the island's erosion, and islanders are experimenting with new ways of making a living without leaving their island home, even as they work persistently, and hopefully, to hold on to their traditional water-based livelihoods.

If the islanders' ability to maintain—and enhance—their dialect is any indication of how successful they will be at preserving their way of life, then their culture is sure to persist, just as the tides continue to rise and fall, and the crabs to shed and re-form their shells, in the waters surrounding this small island community ■

Further reading:

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Shores, David L. 2000. *Tangier Island: People, Places, and Talk.* Newark: University of Delaware Press/ London: Associated University Presses.

Natalie Schilling-Estes is an assistant professor of Linguistics at Georgetown University. She is the co-author (with Walt Wolfram) of *American English: Dialects and Variation* (Blackwell, 1998) and *Hoi Toide on the Outer Banks: The Story of the Ocracoke Brogue* (University of North Carolina Press, 1997). She is also co-editor (with J. K. Chambers and Peter Trudgill) of *The Handbook of Language Variation and Change* (Blackwell, 2002).

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Compu-Teach announces a second grant to schools and districts across the U.S. As before, the new grant is limited and is offered to the first districts and schools that apply from each state. This grant includes on-site training and site licenses for their most recent K-12 CD-ROM releases for Windows and Macintosh. In exchange for feedback on how the software works with the curriculum the grant offers each participating school up to $7,100 in software licenses and training for less than $750.

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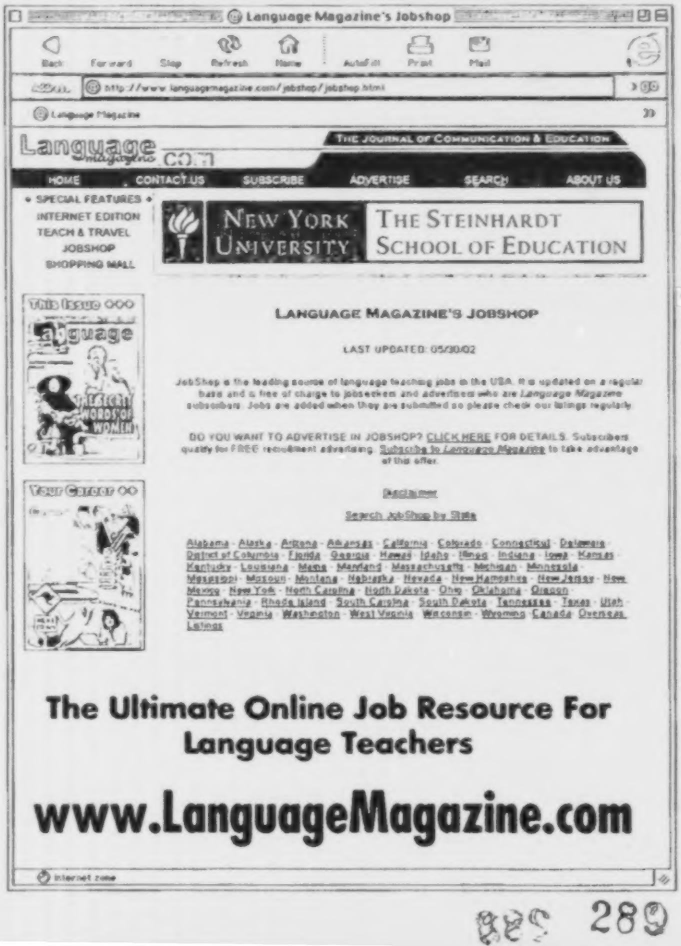

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FALL IN LOVE WITH GRAMMAR

The ELT Grammar Book
Richard Firsten with Patricia Killian
2002, Alta Book Center Publishers, San Francisco, CA

FIRST OF ALL, do not be put off by the title. This is not a traditional, dry grammar book, filled with every rule of correct English usage. Those of you who know Richard Firsten and Pat Killian's publications, such as Troublesome English and the Real Life English Grammar series, will not be surprised that the ELT Grammar Book is really a teacher's guide to the most common, and most difficult to explain, points of English grammar.

The book devotes a chapter to 20 of the most common areas of grammatical difficulty, such as word order, articles, subjunctives and direct object companions. Each area is dealt with in the following three ways:

The Socratic Approach - whereby readers are encouraged to observe, think about and make conclusions about the point. This technique enables exploration of the grammar in a way which is much more meaningful in the long-run. Instead of committing rules to memory without really understanding why they exist, this method helps you to understand the point, so that you can more easily explain it to your students,

Troubleshooters – these are helpful insights that occur in most chapters, which focus on the points which are likely to cause problems for students because of language interference or other reasons,

Teaching Tips – these are activities, exercises and games designed to help teachers make the teaching of grammar more enjoyable.

Towards the end of the book, there are a couple of interesting chapters, which you would not expect to find in a grammar book. The first of these deals with "ELT Waifs" – words or phrases or phenomena, which occur in casual language usage but are not usually explained or codified, such as the use of words like "over", "that" and "quite". Even more surprising is the final chapter which attempts to predict how we might expect English grammar to develop in the future based on its past development. I may not happen to agree with some of the predictions, but their inclusion displays the authors' obvious interest in the life of languages.

In addition to the chapters, there are very useful appendices which explain points in more depth and even cover helpful rules for spelling and pronunciation.

Although I have been teaching English for over 15 years, I discovered a new way of understanding complex grammatical points in nearly every chapter, and more importantly, I found ways of explaining these points in simple terms without having to resort to academic language. If, like me, you dread being asked why English grammar adheres to its own peculiarities, and have been searching for simple explanations, you will love this book. ■

Corinne Hartson teaches English at the International School, Kiev, Ukraine

THE POWER OF PRONUNCIATION

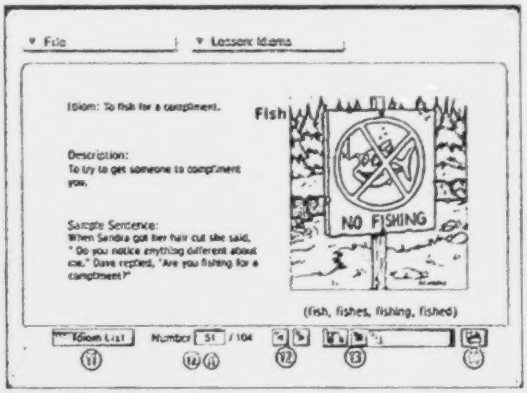
Idioms
2002, Pronunciation Power Inc.,
CD-ROM

ESL STUDENTS always enjoy learning idioms and have great fun seeing the reaction of native speakers when they use them, because idioms reveal cultural nuances which are usually thought to be beyond the comprehension of language learners. Idioms are also an enormous source of confusion, which often leave students feeling embarrassed, so any opportunity to practice them is welcome.

Pronunciation Power have recognized that learning idioms lends itself very well to the multimedia self-study format and have produced a practical program which is very easy to use and flexible enough for all but the least motivated students.

The program gives examples of 104 American English idioms – some of which are very common and others of which are more obscure, but nonetheless useful. You have the choice of working your way through the idioms or there is a pull-down list of idioms, which enable you to jump to the one you want. This list is particularly helpful when students need to check back on the idioms they did not understand in tests.

Each idiom is given a page with simple but effective graphics, a description or explanation, and a sample of its usage both in text and audio format. The graphics explain the normal usage of terms instead of their idiomatic context, which may cause confusion, but I realize that there are so many idioms which are virtually impossible to represent graphically that this may have been the only option.



Idiom: To fish for a compliment.

Description:
To try to get someone to compliment you.

Sample Sentence:
When Sandra got her hair cut she said, " Do you notice anything different about me." Dave replied, "Are you fishing for a compliment?"

Once a batch of idioms has been introduced, the student can then test her/his comprehension in four different, multiple-choice formats: exercises in section A require the student to choose the idiom which best replaces words underlined in a sentence; section B asks you to replace the idiom with the best choice of sentence; in section C, you have to choose the idiom which would best complete the sentence, and, in the Quiz section you have to select the correct definitions for idioms. At the end of each mini-test, incorrect answers are shown with corrections – this works much better than alerting to students to errors while they are doing the test.

The program works so well because it is simple—from its whole concept to the Help section. Even lower level ESL students with minimal computer skills will be able to run it without any instruction. Faced with materials of increasing complexity, I am not surprised that many students feel completely baffled once in front of some programs. Idioms does its job in a simple and effective way, which will make it a very popular tool. ■

Najda Shah teaches ESL in Houston, Texas.

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KEEPING ESSAY READERS ON THEIR TOES

Steven Donahue examines the use of ETS Technologies' *e-rater*™ as a powerful tool to help faculty readers calibrate their standards for evaluating written ESL essays.

THE WORST THAT COULD HAPPEN

Usually, there are two assessment doors for college English as Second Language (ESL) students in the United States to pass through. The admission door places students at the appropriate level at the beginning of their studies. The exit door promotes students within ESL levels and eventually graduates them into mainstream college courses. The primary instrument for each ESL assessment door is frequently the written essay.

What is the written essay evaluator's worst nightmare: Pass a failing student? Fail a passing student?

Both evaluation mistakes could be an unfair setback for an aspiring ESL writer. If the teacher reads too quickly, and just focuses on the surface blemishes of the paper, such as spelling or missing apostrophes, the student may have to repeat the class unnecessarily. If the teacher likes the syntax, for instance the full use of tenses and modals, but doesn't notice that the writer is boringly recycling the topic sentence, an unqualified student may be passed onto the next level.

Fortunately, there is state-of-the-art technology to keep essay reader's evaluation "tuning forks" in harmony with their institution's standards for passing or placing students. ETS Technologies' automatic essay evaluator, *e-rater*™. The *e-rater*™ has worked superbly at Miami-Dade Community College and Broward Community College in South Florida with hundreds of students who love its instantaneous and robust feedback.

Actually, the *e-rater*™ is the technology that provides the score, and it is delivered over the web by Criterion Online Writing Evaluation. Criterion provides an online area environment for teachers, students, and the *e-rater*™ software to interact and exchange feedback about essays inputted into the system.

The *e-rater*™ is not limited to just improving students' writing, it can also be used as a powerful tool to help faculty readers calibrate their standards for evaluating written ESL essays. This scoring engine can be used during range-finding sessions to keep evaluators and different campuses on the same page, bring adjunct faculty up to speed on the expectations of the institution, or even automate the placement of incoming ESL students.

HELPING TEACHERS WITH *E-RATER*™

Automatic essay scoring works not only for students, it is a powerful tool for teachers as well. It works even better when the teachers use the *e-rater*™ as a discussion device to reflect on what constitutes good writing and as an instrument to peg standards of students' compositions.

The *e-rater*™ is a superb tool for custom model building. The software technology serves as a sort of electronic forum where teacher's expertise is distilled into a digital model of the perfect essay for a particular institution. And it is not one-size-fits-all. For instance, at Miami-Dade Community College in South Florida, the nation's largest community college, there is a significant amount of Creole-speaking Haitian students, whose rhetorical style of writing is dissimilar to other ESL students, such as Spanish-speaking ones. It's complex to grade essays, especially during "crunch time," during semester finals or when students seek admission to a college ESL program in droves. So the *e-rater*™ is a welcome essay helper, which can make teachers less subject to essay-reading burnouts and possible errors at grading.

Note: *e-rater*™ is not better than teachers. It can't read an essay with understanding. It is a tool like the computer at the mechanic's garage, which figures out what is wrong with your car, and merely assists the human expert in making the final evaluation and repairs. Especially in high-volume situations, *e-rater*™ can allow the automating of placement and progress placement with increased efficiency.

E-RATER™ AS A FACULTY HELPER

At Broward Community College in South Florida, the three far-flung campuses keep the same "assessment ruler" calibrated by meeting several times a year and democratically agreeing on what constitutes a level one through level six in the ESL program. This way, students seeking admission at any of the college's campuses can be assured that they will be placed in the same level.

At Miami-Dade Community College, the teacher administers the final exam for each ESL writing level. These written essays are then

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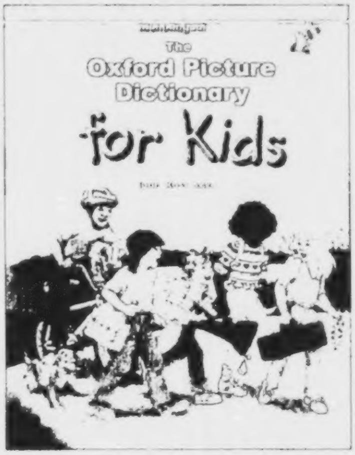

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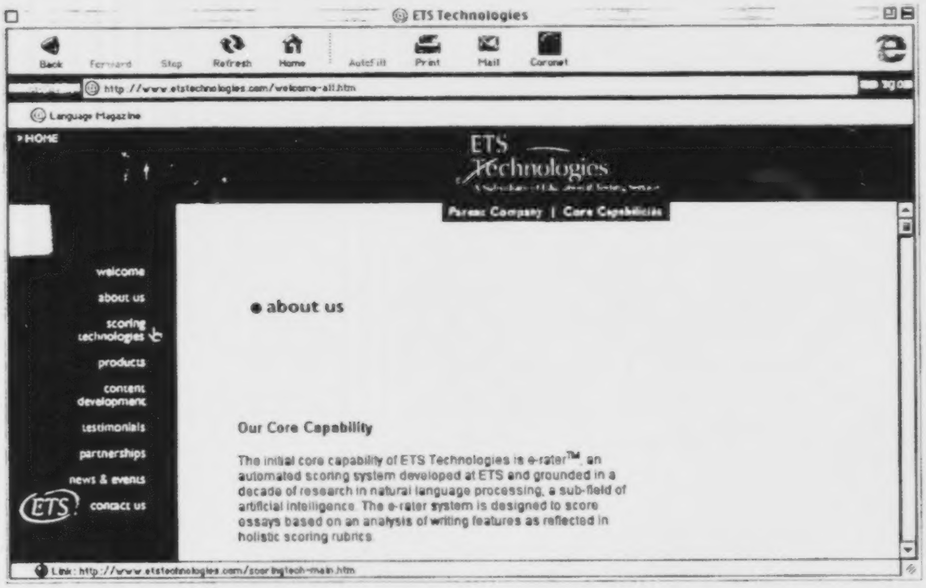
anonymously evaluated by two faculty members, who do not know the students, in a sort of double blind scoring. In the case of a tie score, a third evaluator re-reads the essay in question.

Both schools conform to a new Florida system in place called the EAP-English for Academic Purposes, which has six, distinct levels. At M-DCC, for a final exam, an EAP level five writing class answered the following prompt, which was also evaluated for an end-of-semester score by faculty, who were in agreement with the *e-rater*$^{\text{TM}}$ score: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Our Core Capability

The initial core capability of ETS Technologies is e-rater$^{\text{TM}}$, an automated scoring system developed at ETS and grounded in a decade of research in natural language processing, a sub-field of artificial intelligence. The e-rater system is designed to score essays based on an analysis of writing features as reflected in holistic scoring rubrics.

Topic: People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.

Below is an actual essay that a level five student answered.

[# 5] Reasons For Attending College

Many people always want to attend college or university after being graduated from high school for many purposes. Among them we can consider three; such as, improving their knowledge on the viewpoint of education, having a great career, and being a model for their family in the future. That is the reason why, having a college degree is very important to them. A life becomes more precious, successful to them. For example.

First of all, many people, especially those who attend school, like good student always want to reach their goal after graduation from high school. Likewise having no college degree means like they are uneducated, useless, unskilled to the society, their family, their friends, even their classmates who reach their desired point in life. Therefore, they would do their best to make it. In reality, if students stop going to school, or do not want to attend college or university, the will not gain enough knowledge or their knowledge will not be improve enough to succeed in life. Therefore they have to improve their knowledge.

Secondly, as the society requires from people a lot. Therefore it is impossible to just jump on a career without attending any degree. Years ago the society did not care about students going to school or having a degree because, children used to stay close to their parents and learn their professions. But now, life is getting complicated, a person should be certified to be qualified for any professions. In additions to that , to earn more money, that person is supposed to have a master degree. In fact attending college or university is one of the best ways to have a great career, and a better position in the society to gain more money. Finally, for the family in the future the parents always have to encourage their children to reach a greater level in life, as a result to that, they have to prove them some excellent evidence to help them make some wise decisions in life. Because talking to them

continued p.44

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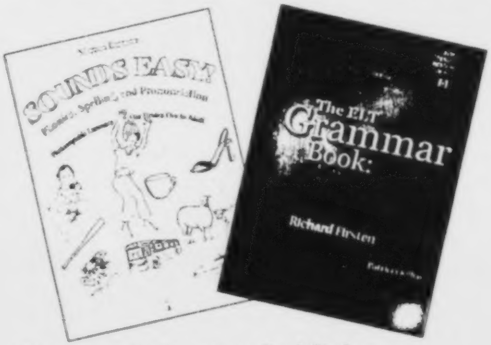
Sounds Easy
The ELT Grammar Book
Richard Firsten

from p.43

> "The beauty of *e-rater*™ is that it conforms to the TOEFL universe, which represents diverse ESL students' writings. The *e-rater*™ can help teachers agree upon the standards of their particular school."

without prove sometimes is useless. So they have to attend college or university so they can have a degree and be a good example to their children.

Definitely, according to these three purposes, we conclude that, having a college degree is very important. Therefore, any student should attend college or university after being graduated from High School. In adding to all of this, the main reason is improvement of life.

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In conclusion, at some of the largest community colleges in the United States, the *e-rater*™ has worked to improve students' writings and can be a valuable technology to train new readers, calibrate school wide standards, and improve consistency.

Further information: This fall, ETS Technologies will be releasing a major Criterion Online Writing Evaluation upgrade (the upgrade is to Criterion, which uses the *e-rater*™ scoring engine), which will include fine-grained feedback features for student writings. http://www.etstechnologies.com ■

Steven Donahue is a professor of ESL at Miami-Dade Community College.

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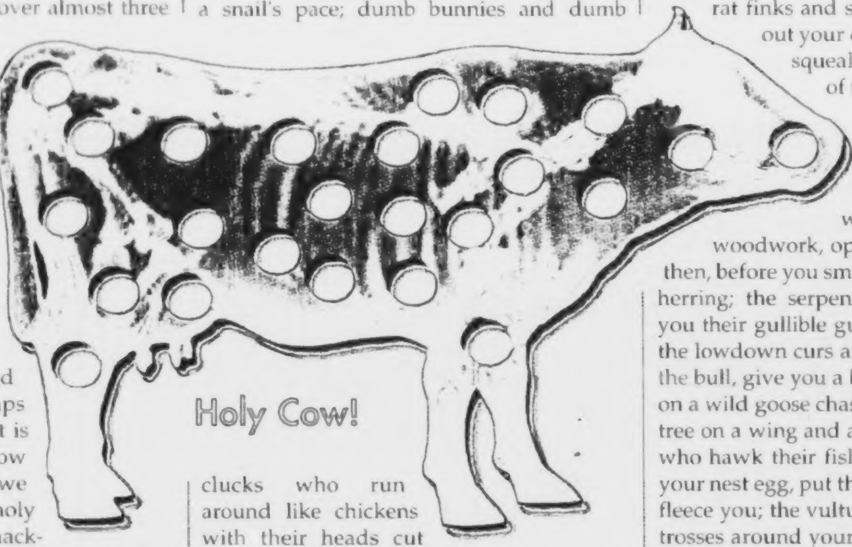
A Visit to the Language Zoo

by RICHARD LEDERER

Many children's magazines feature picture puzzles in which the young readers are asked to identify a number of hidden animals. In a cloud may lurk a cow, in the leaves of a tree may be concealed a fish, and on the side of a house may be soaring an eagle. The English language is like those children's pictures. Take a gander at what follows, and you will discover almost three hundred creatures from the animal world hidden in the sentences, a veritable menagerie of zoological metaphors. (Did you catch one of them in the last sentence?)

Human beings, proclaims one dictionary, are distinguished from the other animals "by a notable development of brain with a resultant capacity for speech and abstract reasoning." Perhaps so, but how truly different is our species from our fellow organisms with whom we share the planet? I mean holy cow, holy cats, and holy mackerel—a little bird told me that the human race is filled with congressional hawks and doves who fight like cats and dogs 'til the cows come home, Wall Street bulls and bears who make a beeline for the goose that lays the golden egg, cold fish and hotdoggers, early birds and night owls, lone wolves and social butterflies, young lions and old crows, and lame ducks, sitting ducks, and dead ducks.



Some people are horny studs on the prowl for other party animals, strutting peacocks who preen and fish for compliments, clotheshorses who put on the dog with their turtlenecks and hush puppies, young bucks and pony-tailed foxy chicks in puppy love who want to get hitched, or cool cats and kittenish lovebirds who avoid stag parties to bill and coo and pet and paw each other in their love nests.

Other people have a whale of an appetite that compels them to eat like pigs (not birds), drink like fish, stuff themselves to the gills, hog the lion's share, and wolf their elephantine portions until they become plump as partridges. Still others are batty, squirrelly, bug-eyed, cockeyed cuckoos who are mad as march hares and look like something the cat dragged in; crazy as coots, loons, or bedbugs; and who come at us like bats out of hell with their monkeyshines and drive us buggy with their horsing around.

As we continue to separate the sheep from the goats and to pigeonhole the "human" race, we encounter catnapping, slothful sluggards; harebrained jackasses who, like fish out of water, doggedly think at a snail's pace; dumb bunnies and dumb clucks who run around like chickens with their heads cut off; bird-brained dodos who are easily gulled, buffaloed, and outfoxed; asinine silly gooses who lay an egg whenever, like monkey-see-monkey-do, they parrot and ape every turkey they see; clumsy oxen who are bulls in china shops; and top dogs on their high horses, big fish in small ponds, and cocky bullies high up in the pecking order who rule the roost and never work for chicken feed.

Let's face it. It's a dog-eat-dog world we live in. But doggone it, without beating a dead horse, I do not wish to duck or leapfrog over this subject. It's time to fish or cut bait, to take the bull by the horns, kill two birds with one stone, and, before everything goes to the dogs and we've got a tiger by the tail, to give you a bird's-eye view of the animals hiding in our language.

Dog my cats! It's a bear of a task to avoid meeting catty, shrewish, bitchy vixens with bees in their bonnets whose pet peeve and sacred cow is that all men are swine and chauvinist pigs and in their doghouse. Other brutes who get your goat and ruffle your feathers are antsy, backbiting, crabby, pigheaded old buzzards, coots, and goats who are no spring chickens, who are stubborn as mules, and who grouse, bug, badger, dog, and hound you like squawking, droning, waspish gadflies that stir up a hornets' nest and make a mountain out of a molehill.

And speaking of beastly characters that stick in your craw, watch out for the parasites, bloodsuckers, sponges, and leeches who worm their way into your consciousness and make you their scapegoats; the rat finks and stool pigeons who ferret out your deepest secrets and then squeal on you, let the cat out of the bag, and fly the coop without so much as a tough turkey. "See you later, alligator"; the snakes-in-the-grass who come out of the woodwork, open a can of worms, and then, before you smell a rat, throw you a red herring; the serpentine quacks who make you their gullible guinea pig and cat's-paw; the lowdown curs and dirty dogs who sling the bull, give you a bum steer, and send you on a wild goose chase barking up the wrong tree on a wing and a prayer; the card sharks who hawk their fishy games, monkey with your nest egg, put the sting on you, and then fleece you; the vultures who hang like albatrosses around your neck, who live high on the hog, who feather their own nests and then—the straw that breaks the camel's back—crow about it looking like the cat that swallowed the canary; the black sheep who play cat and mouse and then cook your goose and make a monkey out of you with their shaggy dog stories before they hightail it out of there; and the lousy varmints, polecats, skunks, and eels who sell you a white elephant or a pig in a poke and, when the worm turns and you discover the fly in the ointment, weasel their way out of the deal.

It's a real jungle out there, just one unbridled rat race; in fact, it's for the birds. So before you buzz off, I hope you'll agree that this exhibit of animal metaphors has been no fluke, no hog-wash, no humbug. I really give a hoot about the animals hiding in our English language, so, for my swan song, I want you to know that, straight from the horse's mouth, this has been no dog-and-pony show and no cock-and-bull story.

It really is a zoo out there. ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

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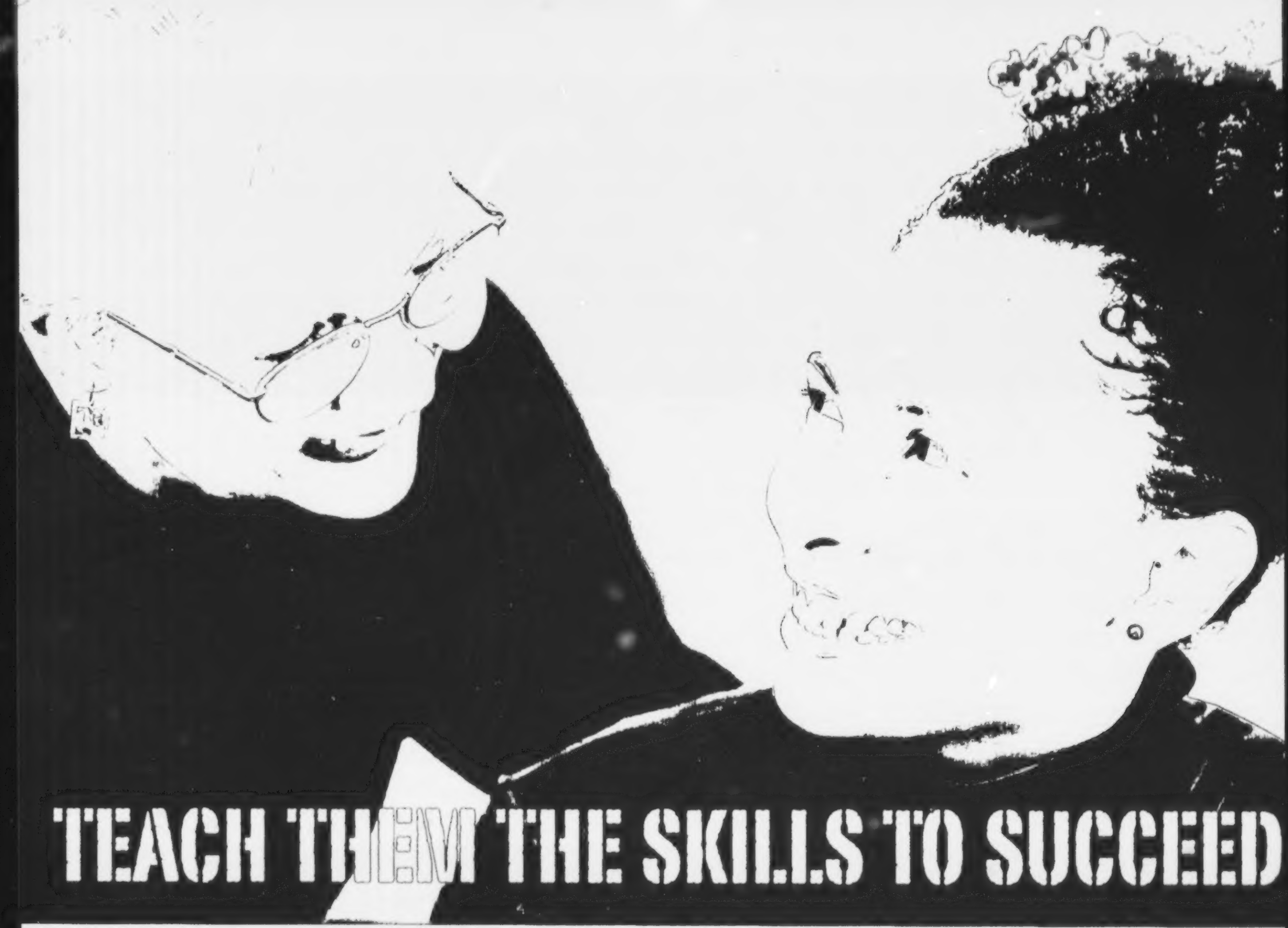
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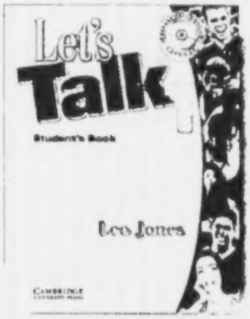
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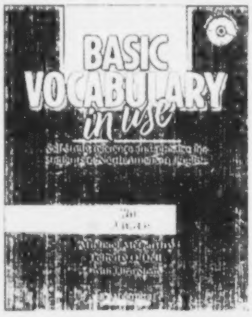
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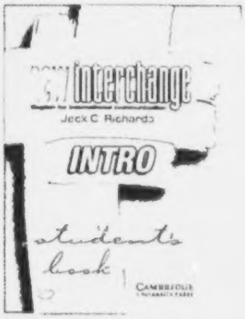
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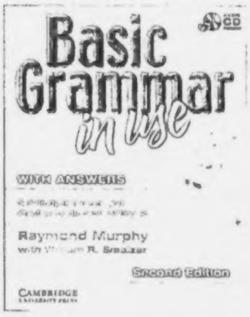
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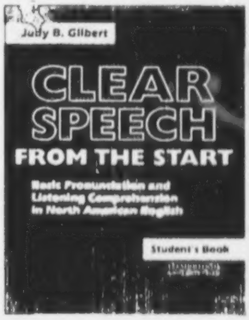
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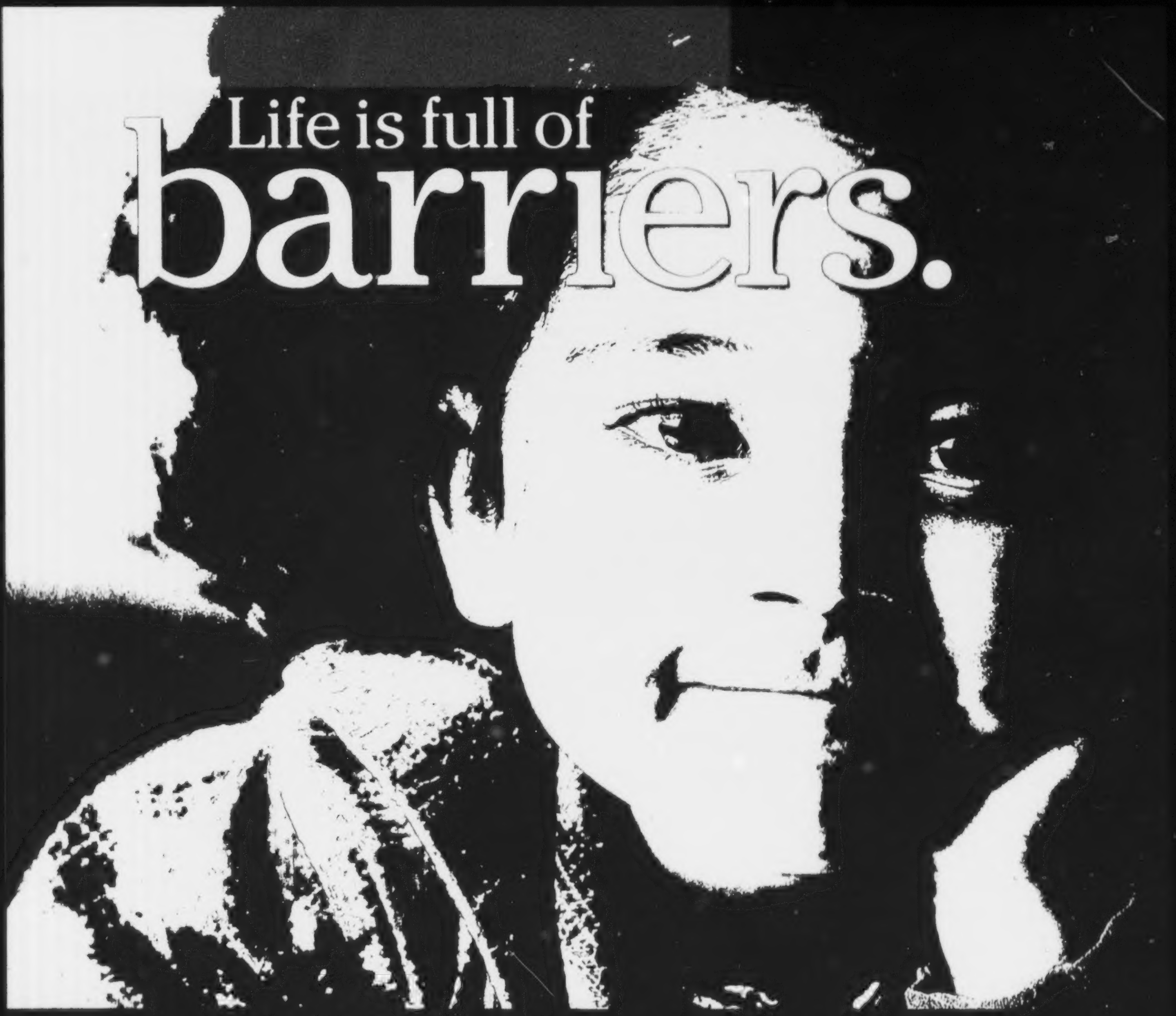

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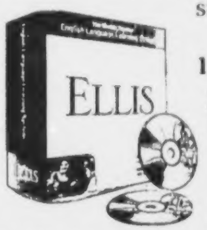

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ON THE COVER: **David Kaufman** examines the linguistic structure of Navajo, which was used as a code language during World War II and features in the new movie, *Windtalkers*.
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Nicolas Cage (right) as Joe Enders and Adam Beach as code-talker Ben Yahzee in Metro-Goldwyn-Mayer Pictures' epic drama *Windtalkers*. Photo: Stephen Vaughan

FEATURES

FOCUS: **Maria Carreira** argues that the unique position of Spanish in the U.S. means that we should develop new assessment tools for measuring proficiency in the language.
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LANGUAGE FOR MILITARY PURPOSES: **Steven Donahue** discovers how the National Guard is responding to a new priority: Language education. **PAGES 27-29**

DIALECTS: **Beverly Olson Flanigan** explains how Ohio came to be a microcosm of American English dialect differences. **PAGES 30-34**

ELECTRONIC EDUCATION: **Arnie Cooper** reports on the demands of teaching a new kind of literacy. **Bill Hellriegel** says that when it comes to technology, a teacher doesn't have to be a Mr. or Ms. Know-It-All. **PAGES 36-40**

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ON THE COVER: Roger Willie stars in Metro-Goldwyn-Mayer Pictures' epic drama Windtalkers. Photo: Stephen Vaughan

Bilingual A Plus

A CASUAL SEARCH of the monster.com website the other day revealed some interesting advertisements.

When I punched in the search term "bilingual", I came up with almost 3,000 positions available across the U.S. Taking a closer look at some of the advertisements, I found a job as a loan officer in Las Vegas where speaking Spanish and English would be a "huge plus"—and the salary was not to be sniffed at either. In Cleveland, as a bilingual bank manager, I would be allowed to "play with the money" which sounded inviting in any language. "Speak Spanish and English fluently? Still looking for a career that pays you for your accomplishments and abilities?" asked a homebuilder in North Carolina. Would you like to sell gourmet cookies in Miami? Or practice phlebotomy in New England? Bilingual speakers are needed in these and many other jobs.

The positions available were not confined to Spanish/English bilinguals. I saw jobs that required German-speakers; others specified Korean, Chinese or Japanese. I could get a good job in Chicago as a purchasing agent—if I spoke French.

The common denominator in these advertisements was simple: If you are bilingual, we would like you to apply for this job with our company. We regard bilingualism as a plus, and in many firms, your language skills are essential for our business to succeed.

If corporate America, medium-sized businesses and even mom and pop operations are begging for bilingual workers, why is there such miscomprehension about the need for language learning still evidenced in many sections of the nation's media? Here's a recent example: Legislators in New Jersey are proposing to suspend the state's innovative World Languages programs together with the requirement that ability in a foreign language is required to graduate high school. In an editorial on the topic, one local newspaper commented: "For those [vo-tech] students, the priority is learning skills they can put to use right after graduation, not a language credit for a college application." Well, these students would need German if they wanted to be a mechanical/test engineer with at least one company in Michigan. And it would be "helpful" if applicants for a mechanical supervisor position in Dallas spoke Spanish. Of course, not every job seeker needs second language skills, but it is clear from reading these employment advertisements that applicants in the vocational and technical sectors who possess such skills are, at the very least, welcome to apply and are often shuffled up to the top of the resume pack. And the reality is that many high school graduates find jobs in the service sector where they will be working, in many cases, with people from all over the world and language skills will come in handy.

In the real world, far from the ivory towers of academe and the musings of journalists, language is a living and breathing entity. From meat packing plants in Iowa to semiconductor manufacturers in Silicon Valley, language is the means by which we communicate and do business. And these days, people in the U.S. like—and often need—to do business in more than one language.

With 7,000 members, the California Association for Bilingual Education (CABE) is a positive force in promoting bilingual and multilingual education. I would like to take this opportunity to welcome the membership of CABE as subscribers to Language Magazine. ■

Ben Ward

Ben Ward, Editor

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Language Magazine (ISSN 1537-7350) is published monthly for $24.95 per year (US/Canada) and $59.95 (Overseas) by Language Media LLC, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069. Application to mail at Periodicals Postage Rates is pending at Los Angeles, CA. POSTMASTER: Send address changes to *LANGUAGE MAGAZINE*, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069.

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LETTERS

Raiders of the Lost Diacritic Mark!

Bernard Comrie's article on "linguistic detectives" (*Language Magazine*, June 2002) was a real eye opener. I had no idea that linguistics could play a major role in solving archeological riddles. I am really interested in this topic and would like to learn more about it. Professor Comrie is the "Indiana Jones" of linguistics!

Thanks for making language totally cool!
David Palmer
ESL Teacher
Bryn Mawr, Pennsylvania

Prof. Dr. Comrie is a great expert in the linguistics field. I think historical linguistics is a most fascinating and rewarding field of study. I want to give *Language Magazine* 10 marks out of 10!

Yours Most Sincerely,
Prof. Sonny Ghatauray
Professor of English
Assumption College, Chanaganacherry
India

It was a pleasure that I received the June number of the *Language Magazine* with the piece of Dr. Comrie concerning the history of the Madagascan language, which has at its root the ancient Malayo-Polynesian tongue. In Madagascar, we are very proud of the traditions and heritage of our culture. It is a help to us during these difficult days for our country.

Please come to Madagascar and stay in our country. Then you will know that "They who drink the waters of the Manangareza River will always return to Madagascar."

Thank you very much for your care to publish this piece.

My best regards to you and all your readers.

Sincerely,
Dr. Patrice Andriatsiferanarivo
Lecturer
Faculté des Lettres et des Sciences Humaines
Université de Toamasina
Madagascar

Stories Are Lessons For Life

I'm trying to use authentic literature to teach reading skills. I enjoyed the article by Lori Langer de Ramirez ["Teacher, Tell Me A Story", *Language Magazine*, June 2002]. I think the use of authentic literature makes it possible to create many meaningful reading and writing experiences for children in the classroom. I agree with Lori when she says that using authentic literature will help children to be able to transfer their classroom learning to real life.

Sharon Mason Gutierrez
ELD Teacher
Temecula, California

Nuts About Dialects!

Kudos to you for all the articles about different American English dialects—I look forward to each issue of *Language Magazine* so I can learn about all the weird and wonderful words that we Americans use in different parts of the country. My husband has become addicted to dialects—he tries out "new" words and phrases on just about everyone we know—and also his co-workers! They think he's a nut but I guess he's trying to preserve dialects—in his own way!

Best Regards,
Peggy Debevic
Everett, Washington

Re-Assessing Recruitment

[An advertisement in *Language Magazine*, June 2002, p. 35] states, "Are you a native speaker of English?"

Are these the only prerequisites required before one can teach in Korea? What's wrong with non-native speakers of English who have other qualifications? Are they excluded?

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[EMS: Thank you for your valuable feedback. We are reviewing our position regarding such requirements in recruitment advertising—Ed.]

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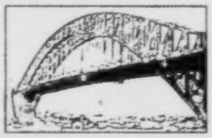

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CA Senate Votes to Diversify Education Board

A BILL THAT recognizes the special needs of English language learners in California was approved last month by the state's Senate Education Committee.

The measure, proposed by Assemblyman and chair-elect of Legislature's Latino Caucus, Marco Firebaugh, D-Los Angeles, would mandate the use of specific criteria in choosing the composition of the State Board of Education—including at least two members experienced in teaching students with limited English language skills. In California, there are approximately 1.5 million English language learners—most of whom speak Spanish as a native language.

The CA Senate during the education debate.

Under current law, the governor, with the advice and consent of two-thirds of the state Senate, appoints Board members and there are no formal requirements that candidates must meet to fill 10 of the 11 positions. According to spokeswoman Hilary McLean, the current incumbent, Gray Davis "has always made appointments based on the experience and quality of individuals.

"I would argue and submit that his appointments to the board have spent years and years in and around education and have a strong commitment to California's schools," McLean said.

But Firebaugh believes that the Board needs a new outlook, "The Board of Education has not been terribly responsive to the needs of English learners—it needs to be infused with a broader perspective."

"Look at local governments, look at local school boards, look at the Legislature, they're comprised of people from diverse experiences who bring diverse expertise to inform our decision-making process," he said.

Although Education Committee Chairman John Vasconcellos, D-Santa Clara, called the bill "a remarkably good idea," another committee member labeled Firebaugh a "dreamer." Now that the Senate Education Committee has approved the bill, it will be sent to the Senate Appropriations Committee, where it is likely to meet opposition, "I think the possibility of getting this signed by the governor is not high," said Sen. Jack Scott, D-Altadena.

The Latino Caucus backs a package of bills that would give parents of English learners more participation in policy decisions, strengthen teacher credentialing laws and provide additional resources to assess the progress of these students. Bills approved by the Education Committee include Senate Bill 1665, which aims to improve conditions for LEP (limited-English proficient) pupils in California and amend some provisions of Proposition 227.

"Unfortunately, English learners do not have appropriate textbooks, materials and other necessary tools to succeed," the Caucus states in the preamble to its "Working Families Agenda."

The bill, proposed by Senate Majority Leader, Richard G. Polanco, D-Los Angeles, would require census-taking methods to include an assessment of the primary language skills of all pupils, and would require the parent or guardian of a pupil determined to be limited English proficient to be notified in understandable language of their option to seek a waiver of provisions requiring pupils to be taught English by being taught in English and sheltered English immersion. The State Department of Education would have to annually evaluate the adequacy of the English language development test.

SB1665 would also require the State Board of Education to adopt appropriate instructional materials aligned to English language standards, and would state the intent of the Legislature that the subject matter projects and the professional development institutes include a major focus on English learners. ■

Students Protest Bilingual Speech

HIGH SCHOOL students in New Jersey staged a protest at their commencement to show their displeasure with the valedictorian's decision to give a bilingual speech.

The students stood up and turned their backs on Angela Salazar when she began speaking at New Brunswick High School. When Salazar concluded the English portion of her speech and began speaking in Spanish, she was greeted with a mix of catcalls and applause from the audience.

The protest culminated a week of controversy over the speech, which was initially rejected by school officials.

They said the address had to be primarily in English, but relented when Salazar, 17, promised to meet a seven-minute time limit for the whole speech. Salazar, an immigrant from Ecuador, said she wanted to give a Spanish version of her speech for those in the audience who speak little English. Forty percent of students at the high school speak Spanish as their native language, and 60 percent to 65 percent of the school population is Hispanic.

Dashun Cathcart, one of the students involved in the protest, said he was angered by the break in tradition. "[They] changed the rules specifically for her," he told the *Home News Tribune*. "That's what got to me."

Salazar said she was undeterred by the protest.

"We have to fight to overcome that," she said. "It's just a constant fight. I've done my job to start this." ■

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MA Backs Bilingual Proposal

THE MASSACHUSETTS House has given preliminary approval to a bill that will change the state's approach to bilingual education programs.

The bill, which would grant greater power to school districts to pick and choose from a range of teaching methods for children not fluent in English, was drawn up in part as a response to a proposal that would replace the three-year bilingual education program with a one-year immersion program in English.

The English immersion proposal, backed by California software entrepreneur Ron Unz, who bankrolled similar initiatives in California and Arizona, is on the state ballot and will be decided by voters in November. That initiative would require children who are not fluent in English to take intensive language classes to teach them English within a year.

Supporters claim that the new bill will give schools more flexibility than the current system does. The bill would require schools to measure students' performance, boost parents' involvement, require bilingual education teachers to be certified and make schools develop "English language success plans" for students who stay in bilingual programs for more than two years.

The bill also allows the state Department of Education to declare an entire school district "underperforming" based on the performance of its bilingual students. One author of the bill, Rep. Peter Larkin, D-Pittsfield, said the bill gives schools flexibility and keeps an eye on them to see if they are succeeding.

"What we are saying is, develop a plan and from that plan hold school districts accountable," Larkin said.

Critics of the bill say that the state's bilingual program could be improved, but worry that the bill puts too much power in the hands of local school districts.

"Those who say that bilingual education in Massachusetts has not been a success are not correct. It's nothing more than political rhetoric," said Rep. Antonio Cabral, D-New Bedford. ■

"Talking" Chimp Dies at 29

MOJA, A "TALKING" chimp at Central Washington University who communicated with humans by means of sign language, has died at the age of 29 of complications from an abdominal hernia. Moja, whose name means "first" in Swahili, was one of five chimps at the university's Chimpanzee and Human Communication Institute, a sanctuary for adult chimpanzees who communicate with humans and each other using American Sign Language. Moja liked to dress up, especially in red, and look at herself in the mirror.'

'She could talk about most things," said institute co-director Roger Fouts. "She would ask for a favorite dress ... and say what color she wanted." Moja was raised much as if she were a deaf human child, and accumulated a signing vocabulary of about 180 words and phrases. She could also draw pictures and tell lab workers what the figures represented. ■

AZ to Launch Study of ESL Programs

THE ARIZONA LEGISLATURE is launching a two-year study that lawmakers hope will resolve debate over what types of school programs best help students learn English and at what cost to taxpayers.

The study is part of the state's effort to resolve a lawsuit in which a judge has ruled that current programs are inadequate, but it also will factor in Arizona voters' approval two years ago of a ballot measure favoring yearlong immersion programs for students who are learning English.

"This is something we've been struggling [with] for years, and we don't have a handle on it," said Sen. Pete Rios, D-Hayden.

"I'm hoping that this study will give us the real dollar figure that we as the Legislature need in order to ensure that we are adequately funding this particular program."

The study was authorized by the Legislature last December in response to a federal court's ruling that current English-learning programs in Arizona fall short of requirements.

Lawsuit plaintiffs originally got U.S. District Judge Alfredo C. Marquez to order lawmakers to finish the study this year, but Marquez reconsidered last week and moved the deadline back to August. ■

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Bridgette Lovelace-Howard "gets the feeling" of teaching in Japan.

Teachers' Free Ride To Japan

FIFTY OF THE finest high school teachers in the U.S. are just returning from an all-expenses-paid educational study program to Japan as part of the Toyota International Teacher Program.

Funded through an annual $600,000 grant from Toyota and administered by the Institute of International Education (IIE), the program is designed to expose the educators to global issues shared by industrialized nations. It entails travel from bustling Tokyo to the remote Iya Valley, lectures from noted Japanese authorities as well as museum, factory, school, embassy and temple visits. This unique, two-week immersion (June 20-July 5) provides participants with first-hand experiences that they will share with their U.S. classrooms upon their return.

After a language and cultural orientation at Toyota Motor Sales' headquarters in Torrance, CA, the teachers left for Kyoto, Japan's historical capital and home of numerous temples and traditional Japanese gardens. Alex Kerr, author/artist and the first American to receive Japan's prestigious Shincho Literary Prize, welcomed the participants and served as their consultant throughout the trip.

The program is designed to provide a professional development opportunity to build global skills and perspectives, facilitate the flow of knowledge and ideas to address international issues in the classroom and enhance high school curriculum, and promote understanding of history, values and educational systems in Japan and the U.S.

Applications are invited from educators in the seven states where Toyota operates major manufacturing, design and research facilities: Alabama, California, Indiana, Kentucky, Michigan, Missouri and West Virginia. To be eligible, teachers must (1) be a U.S. citizen, (2) be employed full-time as a secondary (grades 9-12) classroom teacher and (3) have a minimum three years teaching experience. Teachers interested in participating in next year's trip should visit http://www.iie.org/pgms/toyota/ for further information. ■

Survey Reveals Extent of Teacher Involvement with English Language Learners

A NEW REPORT has revealed that over 40 percent of U.S. teachers work with English language learners.

The report, released by the National Center for Education Statistics (NCES), results from the 1999-2000 Schools and Staffing Survey (SASS), is an extensive national survey of elementary and secondary schools and the teachers and administrators who staff them.

The survey questionnaire gathered data on the percentage of public school teachers who taught English language learners in the 1999-2000 school year, and percentage of those teachers who had received eight or more hours of training on how to teach English language learners.

The report indicates that out of the estimated 2,984,781 public school teachers, 41.2% teach English language learners, but only 12.5% have received eight or more hours of related training. In Alaska, Arizona, California, Colorado, Florida, Hawaii, Nevada, New Mexico, Oregon, Texas, Utah, and Washington, over 50 percent of teachers had English language learners in their classrooms during the 1999-2000 school year. Less than 20 percent of teachers taught English language learners in Alabama, Kentucky, Louisiana, Maine, Mississippi, Montana, North Dakota, West Virginia, and Wyoming.

The states with the highest proportion of teachers receiving related training include Arizona, California, Florida, New Mexico, and Utah, where over 20 percent of teachers had received training. In the states of Indiana, Michigan, Mississippi, Montana, Ohio, Pennsylvania, Tennessee, West Virginia, and Wyoming, less than two percent of teachers had received eight or more hours of training. ■

NJ Language Programs Under Threat

LAWMAKERS IN New Jersey have approved a bill that removes the current requirement that every student take two years of a world language in high school in order to graduate.

The bill states that instruction in world languages will not be compulsory in the 2002-2003 school year.

Supporters of the bill argue that many vocational and technical students do not have room in their schedules for language courses because so much of their time is spent at programs away from their home schools. Other critics claim that the state cannot find enough language teachers to provide the courses.

The bill itself states that the quality of instruction in world language programs varies "greatly" and that the programs need to be temporarily suspended while a new approach to tuition is considered by the school districts and the state. During the year-long hiatus, school districts will be asked to come up with language programs that take into account factors such as the native languages of the district's population, the languages that the community and the students prefer to be taught, the best teaching and learning practices as identified nationally and in the state, the availability of well trained teachers and the cost of implementing the program. The programs will be monitored for four years and the State Board of Education will review the issue of including world languages as a state high school requirement by the end of 2006.

Language teachers fear that changing the world language requirement will give districts a green light to eliminate programs and cut jobs. The State Board has indicated that the bill will be approved in July although there is opposition to it from the Assembly Education Committee. ■

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More than 40% of adult education in the U.S. is teaching English as a Second Language (ESL). At the K12-level, demand for teachers is also increasing. In the President's 'No Child Left Behind' Education Plan the message is clear – "states and school districts will be held accountable for making annual increases in English proficiency." *CELT explains how to get jobs in schools and colleges, both public and private, and provides all the different State certification requirements, so readers can get a job in the State of their choice.*

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Price:	**$24.95**
Binding:	**Paperback Original**
Pages:	**240**
ISBN:	**0-9678356-1-5**
Publisher:	**American Language Press**

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A Singular State of Spanish

Maria Carreira argues that the unique position of Spanish in the U.S. means that we should develop new assessment tools for measuring proficiency in the language.

Current estimates put the number of U.S. Hispanics (Latinos) at just over 35 million and the buying power of this population at a staggering $500 billion. These demographics make the United States both the fourth largest—and the wealthiest—Spanish-speaking country in the world.

Serving the needs of U.S. Hispanics is a vast and complex web of Spanish-language commercial ventures, government services, and educational programs. These endeavors are fueling the demand for a workforce with advanced levels of linguistic proficiency in Spanish and English, as well as subject-matter competence. According to *Hispanic Business* magazine: "The ability to communicate in two languages and distinctive backgrounds puts Hispanics in a prime position to become the translators par excellence of the new regional economic order. These abilities, combined with professional training, make Latinos excellent candidates for public relations, marketing, sales, advertising, computers, trade, communications, graphic design, medical services and education jobs, among others."

In response to this situation and in light of the opportunities presented by globalization, a growing number of institutions of higher learning in the U.S. are offering degree and certification options that merge professional preparation with Spanish-language instruction. The University of Rhode Island, for example, offers the International Engineering Program in Spanish, a dual degree option that gives engineering students the technical, linguistic, and cultural skills to do business in Latin America. Florida International University offers a Masters degree in Spanish-language journalism. The University of California at Berkeley offers a joint degree program in journalism and Latin American Studies. The University of New Mexico has a dual masters degree program in Latin American Studies and Nursing. At DePaul University, the Bilingual Professional Preparation Program provides instruction in English and Spanish in the legal and commercial fields. California State University, Long Beach offers a bachelor's degree in translation and interpretation with training in the legal, medical, and business fields.

Programs such as these pose a number of linguistic and cultural challenges. A primary challenge concerns the range of linguistic skills they exact on the part of students. Many, if not all of the programs, require written and spoken proficiency in the standard (i.e. educated) registers of Spanish and English. These abilities are of particular importance in journalism, the law, and international business, as well as in areas of studies that typically fall under the domain of foreign language departments, namely literary, cultural, and linguistic analysis.

Assessing Linguistic Proficiency

Traditionally, colleges and universities in the U.S. have relied on the Advanced Placement Exam (the AP exam) or SAT II exams to assess foreign language proficiency. The DELE (Diplomas de Español como Lengua Extranjera), the system of examination offered by the Instituto Cervantes, is also used in some American institutions to award college credit or as an exit requirement from baccalaureate programs in Spanish. (www.sgci.mec.es/usa/diplomas/index.shtml).

All three tests are designed to assess knowledge of prescriptive vocabulary and structure, as well as reading and listening skills[1]. The AP Spanish Language exam and the DELE's also test writing and speaking skills. The objectives of the AP Spanish language course, reproduced below, are representative of the scope of competencies covered by the three examinations:

a. comprehend formal and informal spoken Spanish;

b. acquire vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish;

"When two or more cultures coexist in the same society, as is the case with Anglo and Hispanic cultures, there is a greater risk that the receiver belonging to a culture different from the sender's will misinterpret the intended meaning in the message being delivered."

c. compose expository passages;
d. express ideas orally with accuracy and fluency.

Arguably, all three tests are good and reliable measurements of knowledge of standard Spanish. The case can also be made that they all tap into important skills that are at the heart of all academic programs of study in Spanish, namely reading, writing, listening, making educated guesses, and editing the written word.

Are they capable however, of measuring the full range of linguistic abilities involved in making professional use of Spanish in the context of the U.S.?

Spanish in the Professional Fields

The United States is a microcosm of the Spanish-speaking world; a place where Hispanics of all national origins and social classes live and work together. At the same time, the U.S. is unique among the other Spanish-speaking countries of the world, in that it is a place where Hispanics negotiate meaning in English and Spanish along a continuum of proficiencies in each of these languages.

The medical field offers insight into the limitations of standard Spanish, when it comes to communicating with a population as diverse as that of U.S. Latinos. Research indicates that Latinos differ by nationality with respect to their use of communication strategies for broaching health concerns, lexical choices for referring to parts of the body or particular medical conditions, and the frequency and openness with which they seek medical advice. The significance of cultural variables to the treatment and prevention of diseases is underscored in a report issued by the U.S. Department of Health and Human Services and the Office of Minority Health: Individual providers and their organizations must be knowledgeable about the patient population they serve. The predictors of disease and effectiveness of treatments often vary by subpopulation, so effective medical care rests on understanding these differences.

In order to understand and communicate effectively with the different subpopulations of U.S. Hispanics, the linguistic repertoire of healthcare providers must encompass knowledge of the range of dialects, communication styles, and cultural perspectives represented in the U.S. In effect, medical specialists and other bilingual professionals serving Latinos must possess what is known as "sociolinguistic competence."

Many, if not all professional fields also require a familiarity with the properties of U.S. Spanish that stem from its contact with English (i.e. so-called "Spanglish"). A dilemma faced by insurance companies that advertise to U.S. Latinos illustrates the delicate and difficult choices facing bilingual professionals. Such dilemma concerns whether to use "seguro", the standard word for insurance, or "aseguranza" the Spanglish term. On the one hand, the former may be the only term that satisfies language purists, the very subclass of Latinos who may be more affluent and therefore more likely to purchase insurance. On the other hand, the latter is the most widely used term by U.S. Hispanics and may, by virtue of its popular acceptance carry connotations of solidarity with "the masses".

Isabel Valdés, author of *Marketing to American Latinos,* notes the inherent difficulty but crucial importance of communicating with U.S. Latinos in culturally and linguistically appropriate ways; "When two or more cultures coexist in the same society, as is the case with Anglo and Hispanic cultures, there is a greater risk that the receiver belonging to a culture different from the sender's will misinterpret the intended meaning in the message being delivered, even when the translated words are correct. To be effective, campaigns targeting Hispanic consumers must be in consonance with Hispanic cul-

continued p.16

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from p.15

ture at all levels: symbolic, explicit, visual, and subliminal."

Creating messages that are in consonance with Hispanic culture is a challenging task, not just for advertisers, but also for all bilingual professionals in the United States. It requires a linguistically sophisticated workforce with proficiency in standard Spanish, knowledge of dialectal and cultural diversity among Latinos, and the ability to mediate between English and Spanish in culturally appropriate ways.

The Future of Spanish-Language Assessment in the U.S.

With their exclusive focus on the standard language, the AP language exam, the SAT II, and the DELE, fall short of testing the full range of abilities that underlie correct and appropriate use of Spanish in the U.S. In fact, such abilities fall outside the domain of all commercially available tests of Spanish-language proficiency.

"Developing tools of assessment that reflect the singular status of Spanish in the United States will require the collaboration of educators, linguists, and specialists from a wide range of professional fields."

Undoubtedly, this situation stems from the fact that educational innovations have not fully kept up with the increasingly complex and extensive profile of the Spanish language in the United States.

To be sure, the proliferation of dual degree programs, as well as the growth of Spanish-for-native-speakers curricula at all educational levels, reflects an increasing awareness on the part of educators of the singular status of U.S. Spanish. Nonetheless, assessment tools have yet to respond to this situation.

Indeed, it is very telling that the Spanish AP language exam and the SAT II are nearly identical in their structure to their French and German counterparts. However, while the latter have foreign language status in the U.S., Spanish is this country's second language, nearly on par with English in its domains of usage. It follows that the linguistic demands placed on Spanish speakers in this country, particularly of those in the professional fields, far exceed demands placed on the majority of French and German speakers.

Developing tools of assessment that reflect the singular status of Spanish in the United States will require the collaboration of educators, linguists, and specialists from a wide range of professional fields. It will also require a paradigm shift in our understanding of what it means to be a speaker of Spanish in this country.

No doubt, this task will present unprecedented challenges. However, given the projected growth of the Latino population and the continuing expansion of U.S. Spanish, such an enterprise is bound to yield an invaluable tool for institutions of learning and employers. ■

Note:

1. There are two SAT Spanish subject tests, Spanish and Spanish with Listening. Although both test reading ability in Spanish, only the latter measures students' ability to understand Spanish.

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Maria Carreira is Professor of Spanish at the California State University in Long Beach.

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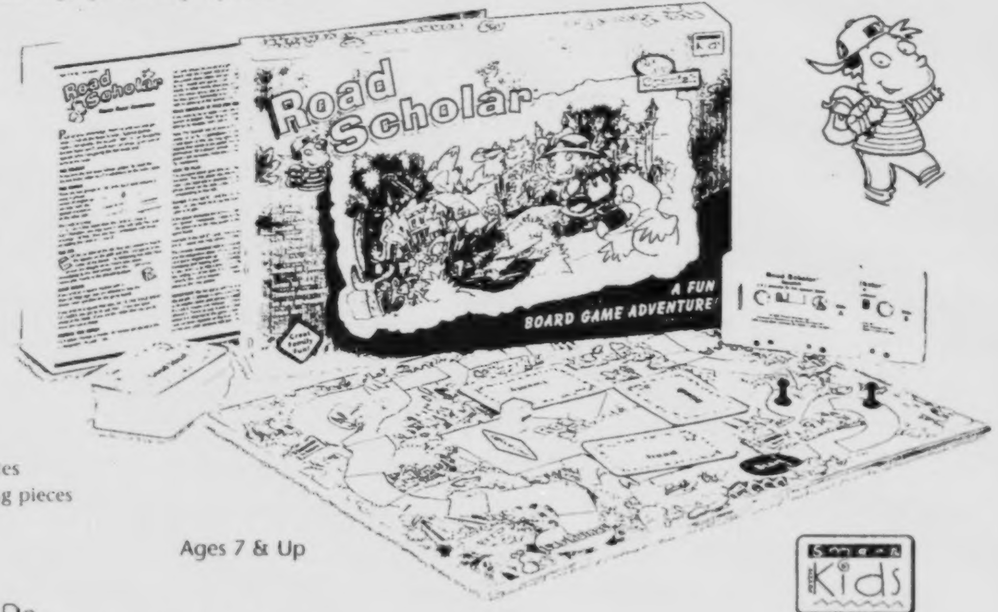

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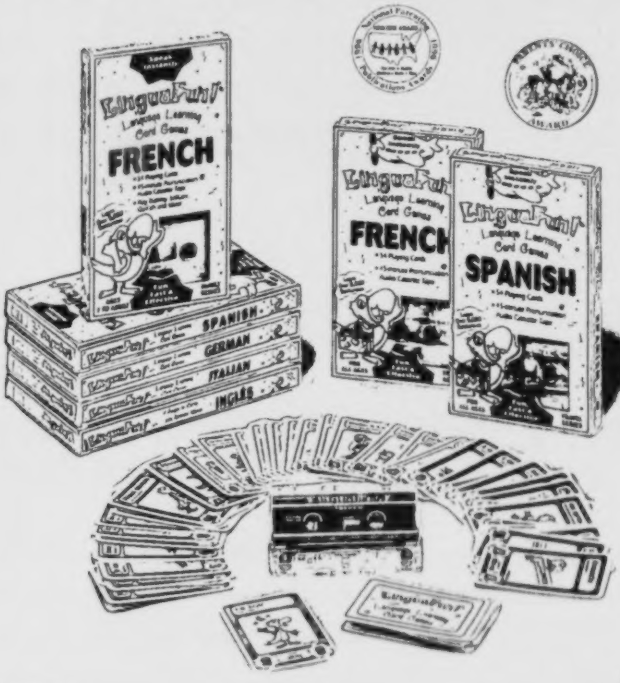

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Maggie Broner examines why students are often unwilling to use a second language in the immersion classroom.

Overcoming Barriers to Immersion

It is Monday morning and you step into Mrs. Johnson's fifth grade classroom in a large Midwestern city famous for its Norwegian and Swedish roots—the children come from English speaking families. Today's lesson is about the writing of the American Constitution and the task is to fill out a worksheet on historical aspects of this period. The children are working in small groups, sharing ideas as they try to finish the task.

So what makes this class different from most others in this region?

The lesson is in Spanish, the task is in Spanish, and the teacher speaks Spanish. In fact, these children attend a Spanish language full-immersion program.

But are they actually speaking Spanish? Language immersion is usually understood as a program in which instruction of subject matter is delivered through a language other than the first language of the students. Researchers agree that these programs in both Canada and the United States are a success because children can achieve proficiency in the second language without jeopardizing their first language development. Full immersion programs tend to use the second language exclusively from kindergarten to grade one. The first language is usually introduced in second grade although the amount of its use fluctuates from program to program.

Although children are immersed in the second language throughout elementary school, they do not always use it as they become older. In these settings, third grade can be considered some sort of immersion paradise: children use the second language with the teachers, and other children, inside the classroom as well as outside during recess or lunch. Also, their pronunciation and use of grammar seems to approach a native-like level.

Why then do children choose to speak more in their first language when reach the higher grades? Years of exposure to the second language do not seem to result in an increase in its use. On the contrary, the more years the child has spent in the program, the more first language students seem to use.

There may be several explanations for this shift in language preference: increased exposure to the first language from different interlocutors (teachers and other students), increasing use of the first language at the curricular level and the influence of the first language from the culture outside school. A first language preference may be prompted by the types of tasks children carry out inside the classroom, or even the fact that older elementary children are entering the

continued p. 20

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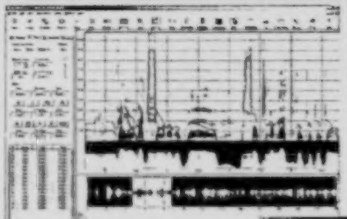

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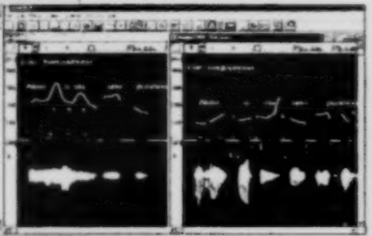

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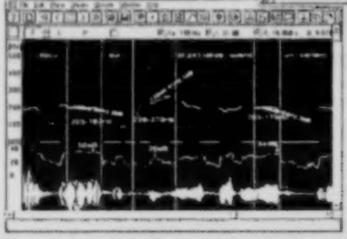

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"With the right kind of activity, instructions, and expectations, children will use the second language."

from p.18

pre-adolescent years and may have specific social needs which may not be fulfilled by use of the second language. Using natural data gathered and analyzed from ongoing classrooms—not set up for research experiments—we know that language use is determined by who the child is talking to, what they are doing, and what they are talking about.

Who You Talk To Makes A Difference

Based on the results from Broner's (2000) study on first and second language use in a Spanish full immersion classroom, it appears that the teacher is the best predictor of second language use. When students talk to the teacher or the teacher is nearby, children always used Spanish regardless of the type of task, or the content. But when children are talking to one another, other factors such as the different social relationships established among students come into play. Individual students have particular effects on the amount of first and second language use and teachers should not overlook this factor when they are trying to increase the amount of second language used in their classrooms. In this classroom there was a child whose presence significantly promoted more Spanish use (even though socially he was not popular). He was the only child who consistently spoke in the second language even when he was outside the classroom. His behavior did not match that of the other children in fifth grade who tended to use both languages in the classroom and English outside the classroom (e.g. during recess, or the hallway). But when this child spoke to the other children they tended to use more Spanish.

What You Are Doing Makes A Difference

The type of task children are performing can predict first and second language use. Contents such as creative writing and reading promote more second language use in the classroom whereas math, social studies, science, and arts and crafts do not. When the goal of the task involved focusing on the second language (e.g. writing a group narrative for creating writing) children used the second language to a greater extent, regardless of the presence of other factors. Children were actually doing more than just focusing on the activity and the second language: they were constructing dialogue in the second language and helping each other increase their use of the second language. In these activities children used more Spanish than in any other content. It is important to note that typically teachers are not present during these interactions so they may not be aware of how powerful these experiences can be.

Remember They Are Kids

Another factor that has an impact in the amount of first and second language use is fact that children socialize. In school, children are not "working" all the time. Children talk about many other topics that relate to the world outside the school. They talk about movies, and imitate cartoon characters, they tease each other, and support one another.

They are kids (more than language learners) and we need to always keep this in mind. In fifth grade, children did not use the second language to refer to the "world outside course work" and there were virtually no use of words like "cool"(vernacular words) and no references to pre-adolescent themes in Spanish (e.g. boyfriends/girlfriends). However, at ten, children enjoy playing with the language (e.g. rhymes, puns, alliterations, etc.) and there is evidence that some of that verbal play occurs in the second language although most of it happens English.

How can teachers benefit from what we know about second language use in these contexts?

From the results that stem from recent studies, teachers should include many opportunities for group creative writing activities throughout the curriculum to increase students' second language use in the classroom.

With the right kind of activity, instructions, and expectations, children will use the second language. Particular attention should be paid at the role of individual differences in the make-up of group work.

Given the effect of different interlocutors on second language use, teachers should take this variable into account. Individual students will affect other children's second language use and pairing different kinds of students may help increase the overall second language use in these classes.

There is definitely more we need to learn about the complex variables that play a role in second language use in language immersion classes. The results of studies summarized here can help us understand what children do with the first and second language given some of the conditions that are set for them by the program, the teachers, the classroom tasks, and the social relationship that are present in each interaction. ■

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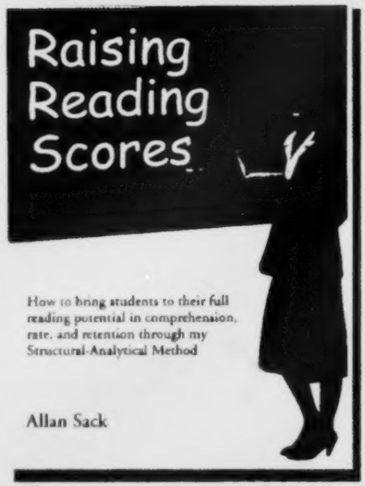
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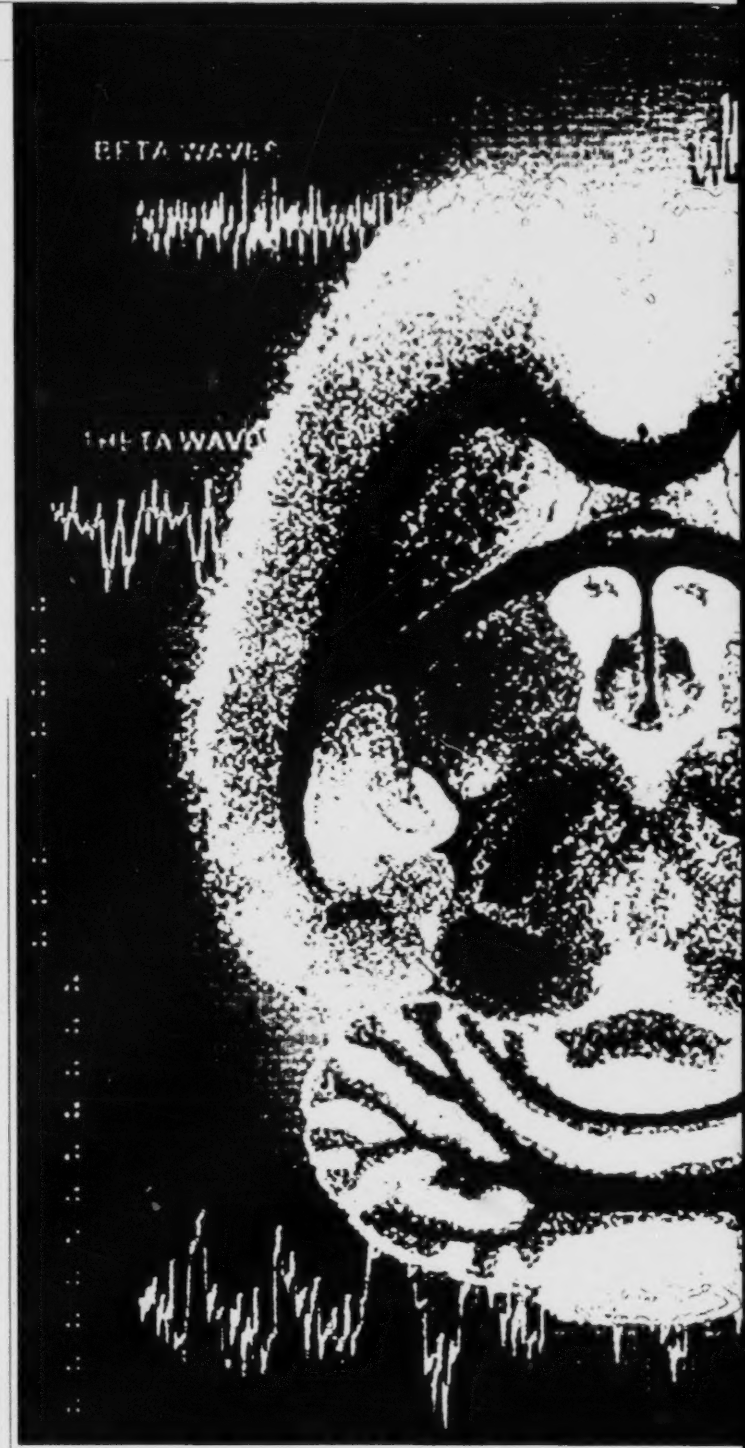
LEFT OR RIGHT? LANGUAGE ON THE BRAIN

Lori Langer de Ramírez examines research on hemisphericity and its potential impact in unlocking the mysteries of language acquisition.



It is widely believed that the left hemisphere of the brain is dominant for languages, while the right hemisphere is considered superior for pattern recognition. But does the brain respond in the same way to the second language as it does to the first? If so, how does this knowledge that the left hemisphere is dominant in language acquisition help us in the classroom?

Research involving left hemisphere language lateralization in bilinguals is somewhat contradictory. Some studies report that there is a left hemisphere advantage while others have found greater levels of right hemisphere involvement in bilinguals than in monolinguals. By studying the response time of subjects to word pair stimuli shown through a tachistoscope (a device used to display letters or words alternately in either one of the visual fields), researchers found that the performance of the left visual field was qualitatively different from the right. Presentation to the left visual field resulted in the more frequent selection of word pairs with distant or no semantic relations, whereas right visual field presentation led to selection of word pairs with close or medium semantic relations.

Researchers observed 24 right-handed, English-speaking college students who were presented to each visual field with 24 morphologically ambiguous verbs and 24 morphologically unambiguous verbs. The data showed that lexical decisions were faster in the right visual field to morphologically ambiguous verbs than to the unambiguous verbs. These results suggest that only the left hemisphere was sensitive to the morphological differences inherent in the representation of these particular verbs. The researchers add, however, that the possibility exists that the "...right hemisphere is not as sensitive as the left hemisphere to form-based differences (such as inflectional suffixes.)" (Burgess, 1993)

Investigating the existence of hemispheric preference in Hebrew speaking ESL learners, researchers theorized that English learned at a time when the hemispheric lateralization for language is presumably established (approximately ages 9-11), may show the same pattern of visual field preference as the first language—a significant right-hand visual effect, or preference. Thirty-six male and 36 female right-handed grade-school students were arranged into three different groups according to years of English study. The results showed that response times for Hebrew words were shorter for words presented in the right visual field than for words in the left field for subjects in all three categories. There was a moderate left-field preference for English words among students in their second year of English, which was reduced in fourth year students. The researchers concluded that "With increasing familiarity of the new language, the difficulty imposed by the pattern recognition might be diminished and the linguistic qualities of letters and words might begin to predominate." (Silverberg, 1979) Obler's "stage hypothesis"

theory suggested that the right hemisphere might play the more important role during the initial stages of second language acquisition. However, later studies, which tested adults in a formal classroom setting, disproved this theory. A revised proposal suggests that the right hemisphere is more involved in second language acquisition in an informal setting than it is after the learner has achieved a degree of fluency. To test this revised stage theory, researchers examined 32 Mexican-born, Spanish native language speakers who were in the initial stages of acquiring English informally. Through the presentation of verbal stimuli to both the left and right ears, the researchers noted a significant right ear advantage. The researchers said that the results confirm the theory that the left hemisphere is dominant for language in most dextral males. They also dismissed the claim that the second language is equally represented in both hemispheres. However, the researchers questioned their results by referring to past research, which seems to show greater right-hemisphere participation in bilinguals. Referring to the study, which seemed to indicate that Israeli students learning English showed greater right hemisphere participation in early second language performance when tested in a reading activity, they concluded that "one would not expect a reading factor to affect the results of our study because the primary second language modality was auditory-oral not visual, and because Spanish and English use the same alphabet." (Galloway, 1982)

Soares attempted to determine if the languages of bilinguals are lateralized to the left hemisphere to the same extent as monolingual controls. Subjects performed five tasks while simultaneously finger-tapping. Results showed greater levels of disruption in finger-tapping with the right hand than with the left hand when the task required overt speech production. This was the case for the bilinguals as well as the monolinguals. Soares commented, "Bilinguals do not differ from monolinguals in terms of overall level of left hemisphere dominance for language." (Soares, 1984) He also said "The bilinguals' native language and second language do not differ in terms of left hemisphere lateralization even though the group of bilinguals learned the second language in adolescence and are late bilinguals."

Hall and Lambert were interested in determining whether or not an immersion experience alters the hemispheric involvement in the language processing in the native language and also whether second language processing involves similar patterns of hemispheric involvement. Thirty-two right-handed male students, who were completing early or late French immersion programs, were observed performing verbal tasks in both English and French. The results showed no significantly greater disruption with right-hand tapping, indicating similarly high levels of left hemisphere involvement. The researchers state, "The results also seem to provide further support for the position that early and late bilinguals do not differ from each other or from monolinguals in the hemispheric processing of language." (Hall, 1988)

Although the research referred to above appears to be well-founded and valid, there were several flaws which deserve mention. For example, the research by Galloway and Scarella seems to be fairly inconclusive. To their credit, however, they do attempt to make the reader aware of the limitations of their study by stating that "It had been generalizing from an experimental technique which used only single words as stimuli to global language performance." (Galloway, 1982) In Soares' study, the use of "thinking" and "silent reading" as tasks is troublesome. One must question if the subjects were actually following the experimenter's instructions. Soares also neglected to offer any other explanations for his results, provide examples of the reading passages used in the study, or suggest how one might take his study further.

While this bulk of research gives no definitive answers, we can use some of the findings to teach our students more effectively. For example, research with native Hebrew speakers learning English shows that the students may be seeing the language (in an unfamiliar script) as a code or pattern, rather than as a linguistic system. The Silverberg study may be of interest to those who are fans of the Natural Approach to language teaching as the results seem to point towards right-hemispheric dominance for second language acquisition in an informal setting. Hall and Lambert's conclusion that early and late entrants into immersion programs process language in the same manner may give hope to teachers involved in such programs.

More research needs to be executed to further pinpoint the mechanisms for second language acquisition, and more importantly, to be able to extend this knowledge into a practical framework for use in the foreign language classroom. ■

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Lori Langer de Ramirez teaches Spanish in a middle and high school in Brooklyn, New York.

Talking on the

David Kaufman examines the linguistic structure of Navaj used as a code language during World War II and features movie, *Windtalkers.*

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The recreation of the battle (main picture) of Saipan in MGM Pictures' epic drama *Windtalkers*. Actor Adam Beach (inset) portrays Ben Yahzee, a Navajo code talker, in *Windtalkers*. Photos: Stephen [illegible]an.

Wind

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n the new

Windtalkers—the new movie starring Nicolas Cage—is based on the true story of the Navajo marines who maintained a secret military code derived from their native language. This code language, employed by Navajo "windtalkers", played a major part in the outcome of the war because the Japanese found it impossible to decipher.

Navajo, which is part of the Athabascan language family, is spoken primarily in Arizona and New Mexico, the homeland of the Navajo nation (the Navajos prefer to call themselves

continued p.26

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Beach as code-talker Ben Yahzee. Photo: Stephen Vaughan.

Diné, meaning 'the people'.) But why was a Native American language like Navajo chosen as the basis for a code language?

The decision to use Navajo for the code was largely a linguistic one. In general, Native American languages, and Navajo in particular, are structurally different from most other languages of the world and are relatively complicated from a language-learner's perspective. In *The Power of Babel*, McWhorter illustrates the complexity common to many Native American languages with an example from Mohawk, a language belonging to the Iroquoian family spoken in the northeastern U.S.: *Tha'kié:ro'k iá:ken' ísi na'oháhati iakothón:te' ónhka'k khe tontahohén:rehte'*. This sentence would normally be translated into English as: "Suddenly, she heard someone give a yell from across the street". But, literally, it is "Suddenly, by what you could hear, there, it's beyond the street, the ear went to who just then made-shouted back toward her".

Because of its complex grammatical structure, few non-natives have been able to learn to speak Navajo with any degree of fluency. Some of the difficulties of the language are detailed by Baker in his book *The Atoms of Language*. "There are "at least ten different verbs for different kinds of carrying, which depend on the shape and physical properties of the thing being carried". For example, one verb form *'aa_* means 'to carry a small round or square object' like a ball, rock, or box (the following examples are from Pavatea, personal communication, December 1999):

*naltsooz sits'a dahish'aa_*
paper box holding
'I am holding the box'

Another verb form *kaa_* means 'to carry an open container' like a pot, basket, or plate:

*asa dahishkaa_*
dish holding
'I am holding the plate'

Another form *t__t* is used for cylindrical objects like a pencil or pen:

be'ek'e'el chihi dahisht__t
writing utensil holding
'I am holding a pencil (or pen)'

Baker notes that, "There are between 100-200 different prefixes that attach to Navajo verb stems... Even the simplest verbs in Navajo must take at least three prefixes, five or six are common, and a verb can have up to ten or twelve at a time". Such prefixes can incorporate the verb's subject, so that *yicha* 's/he is crying' becomes *yishcha* 'I am crying' with the affix -sh- denoting 'I'. Further, prefixes are not always easily identifiable and often become buried under other prefixes and often undergo phonological sound changes. Thus, the word *Ninááhwiishdlaad* means 'I am plowing' with the basic verbal root *dlaad* 'tear' taking a full range of prefixes thereby subtly changing its meaning. If this word were broken down into its constituent parts, it would be *ni + nááh + ho + hi + sh + _ + dlaad*. Notice how some prefixes shrink or even seemingly disappear when combined with others.

Interestingly, Navajo and Japanese do share some common grammatical traits, such as word order, which, in both Navajo and Japanese, is SOV as opposed to the SVO of English, as the following example demonstrates:

Navajo:	*Ashkii at'ééd yiyii_ts_* boy girl saw
Japanese:	*Sh_nen-ga sh_jo-o mita* boy-SU girl-OBJ saw
English:	The boy saw the girl

But the difficult and complex grammatical structure of Navajo rendered it impossible for the Japanese to break the code, thus keeping secret attack plans covert. Japanese-speakers were simply overwhelmed by the detailed and minute subtleties of Navajo's verbal root and extensive affixation complexities. Add to this some distinctive Navajo sound qualities, such as nasal vowels [ã] [_] [_] [õ] (the sound u does not exist in Navajo), a voiceless l sound [_], glottal stops, and a dual tone system, and all this together gives "...Navajo speech a very distinctive, almost unearthly quality..." quite foreign to speakers of Japanese (and English) as Baker notes. All in all, the complexities of the Navajo language made it indispensable to American covert operations in the Pacific and ultimately helped the U.S. achieve victory. ■

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David Kaufman holds a BA in International Studies and an MA in Linguistics.

FIGHTING A WORDLY BATTLE

Steven Donahue discovers how the National Guard is responding to a new priority: Language education.

Communication skills can mean survival itself in peacekeeping fronts around the world, including the mountains and plains of Afghanistan, where some 7,000 American soldiers are stationed. Recognizing this need for linguistic abilities, Major Steve Stevens, Language Officer of the 300th Military Intelligence Brigade, recently said, "Language training will be given priority equal to or higher than common soldier skills and Army Physical Fitness Training."

How many languages need to be taught? A lot according to Glenn Nordin of the Defense Intelligence Agency who notes, "More than 40,000 U.S. troops are or have been stationed in more than 110 nations (excluding NATO countries and Japan) since 1991, including every nation in Latin America, all but two of the fifteen successor states to the USSR, some forty nations in Africa, and throughout South and Southeast Asia. More than 140 languages are spoken in these nations."

To meet the expanded mission to help today's soldiers and airmen improve their foreign language skills and critical wartime readiness needs following the September 11th terrorist attacks, the National Guard's Distributive Training Technology Project (DTTP) has been testing foreign language software. According to Major Stephan Picard, policy and liaison chief for the program, "We have a team of folks who look actively for courses that may be applicable to National Guard and other (Department of Defense) entities because this type of training is pertinent to missions that the National Guard is doing today."

National Guard course languages include Arabic, Farsi, French, Greek, Korean, Pashto, Russian, Spanish and Turkish. These computer-based courses, which provide beginner to advanced language training, support a wide range of mission requirements, such as escape and evasion, emergency response, and day-to-day communications. The training covers listening and reading comprehension, as well as useful survival phrases for general conversation. Techniques include role play, serialized video, interactive lessons and games, and voice recording and comparison.

Distance education is increasingly one of the best ways for the National Guard to train a geographically dispersed, part-time workforce of over 365,000 troops in 54 states and territories. So the Guard has embraced a 1994 congressionally mandated "e-learning" program, later dubbed the Distributive Training Technology Project (DTTP), to provide the Guard with a system of online lessons and interactive sessions in everything from pilot training to foreign languages.

Shared Use Facilities

Since 1994 the DTTP system has grown to encompass high-tech classroom installations in 150 locations across the country. Some 600 classrooms in all are planned and can potentially offer courseware for access to over 2,000 lessons. Higher education benefits because the Guard pays many colleges for

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computer equipment and upgrades needed to provide courses through the Web, CDs, and videoconferencing. Colleges also are enhanced as traditional students can share the equipment when the Guard is not in training. "These ... courses ... are part of the [program's] effort to deliver enhanced language skills training to soldiers and airmen to support their continually evolving missions," said Maj. Picard. "In addition, we are working with the Army Training and Doctrine Command's Defense Language Institute Foreign Language Center to deliver its instructor led sessions with computer-enhanced learning, through our nationwide e-Learning network."

Thomas S. Parry, Ph.D., the Dean of the School for Continuing Education at the Defense Language Institute (DLI) in Monterey, California explained the significance of the National Guard language offerings. "Over the past two years, DLI has developed three computer-enhanced online courses, one each in Arabic, Chinese and Korean, targeted for linguists whose proficiency levels are in the 1+—2+ range and desire to enhance their linguistic competence. In their complete form, these courses consist of three components: a web-based content core (much like a textbook) with associated, interactive learning activities; online homework, which includes links to glossaries, dictionaries, and language-specific websites; and a live, teacher-led, video-teleconferenced portion in which students discuss core issues in a real communicative setting. The instructor-led, two-way interactive teleconference session allows learners to achieve full integration of all language skills necessary for proficiency enhancement. The online courses may also be used without the video-teleconferenced portion entirely in self-study mode for enhancement of listening and reading skills only.

Guard members comprise more than one-third of the U.S. total force, yet they participate in military training an average of only 28 days a year. Soldiers now have the option to take many of the Guard's distance education programs through a network of classrooms, including a multitude of community colleges. Accordingly, the course syllabuses reflect this mixture of civilian and war-faring subjects: Master Gunner Training and Airborne Radio Training offerings as well as community-directed courses on management skills and running a small business are available to Guard personnel.

The DTTP is a distributed learning system that leverages scheduling, metering, and courseware distribution software as well as financial, shared use and business operations strategies. The online system consists of a high-bandwidth network accessible in hundreds of state-of-the-art classrooms located in armories, schools, libraries, and community centers throughout the U.S. Classrooms offer live two-way audio and video conferencing, video programming, computer-based learning, and Internet-based courseware over broadband for both individual and collective training.

In DTTP classrooms, Guard soldiers learn about combat and military operations, emergency management, artillery, fitness, and increasingly, terrorism-related topics such as biological warfare. Troops can also study foreign languages, and improve their skills in reading, writing, critical thinking, and information technology. In addition, the system allows Guard families to communicate via video teleconferences with soldiers on foreign peacekeeping missions. Importantly, Guard soldiers can keep in pace with full time soldiers and stay on the same footing for combat readiness purposes. The instant nature of Web-based training helps address the reality of the increased training requirements for new threats from weapons of mass destruction.

DTTP also benefits the National Guard soldiers' home community. The high-speed network that the National Guard uses for training, education, and emergency response is also available to outside organizations through the unique concept of 'shared use.'

Results Not Guarded

Already, the DTTP has increased the number of soldiers that can be trained simultaneously, lowering the cost of instructors and trans-

311th MI Battalion linguists use the Internet for language training

portation. The program also reduces the time needed to reach large groups and broadens the educational options available. The DTTP will soon be a portal that a Guard soldier can tap into even from a home computer. The DTTP classrooms, though, will remain a key resource, particularly for collective learning programs. The Defense Language Institute's Dr. Parry notes, "Although language instruction delivered in this manner will never compensate for the effectiveness of live classroom instruction, the technology affords many more linguists without access to live classrooms the opportunity to maintain and enhance perishable language skills that would otherwise be lost. DLI's partnership with the Guard's DTTP project dramatically extends the reach of teacher-led video-teleconferenced courses originating from Monterey and makes them more accessible to linguists around the nation."

Today, DTTP is the largest distributed learning initiative ever created and managed by the U.S. federal government. Online technology is updating the Guard's mission. For more than 300 years, the National Guard has trained generations of citizen-soldiers who serve as an integral part of our nation's military force and assist their states and communities in emergency response and local support missions. DTTP proves that increasingly this training mission is being successfully distributed over the Internet.

The Guard's foray into teaching languages at a distance could not be more aptly timed. The importance of language skills to America's security has never been greater. In recent testimony before the Senate Committee on Governmental Affairs, Defense Language Institute Provost Dr. Ray T. Clifford said that the teaching and learning of foreign languages is of national concern because" The preamble to the Constitution of the United States specifically states that the Union was formed to 'insure domestic Tranquility' and 'provide for the common defense.' Our enemies do not speak English when they are talking to each other about us. In today's world, national defense requires capabilities in foreign languages."

For further information, or to View the National Guard classroom, please go to: http://sass.xservices.com/ The online portion by itself is readily available anytime and anywhere at www.lingnet.org ■

"Language training will be given priority equal to or higher than common soldier skills and Army Physical Fitness Training."

Steven Donahue is a professor of ESL at Miami-Dade Community College.

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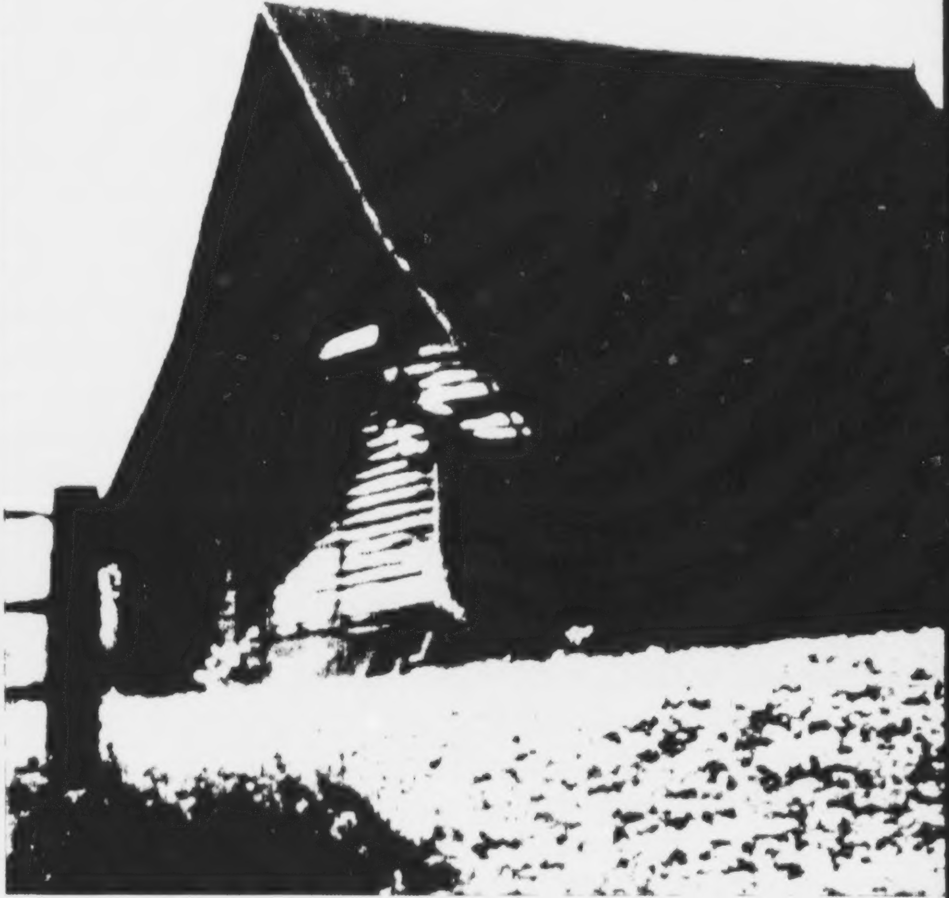
Different Ways of

Beverly Olson Flanigan explains how Ohio came to be a microcosm of American English dialect differences.



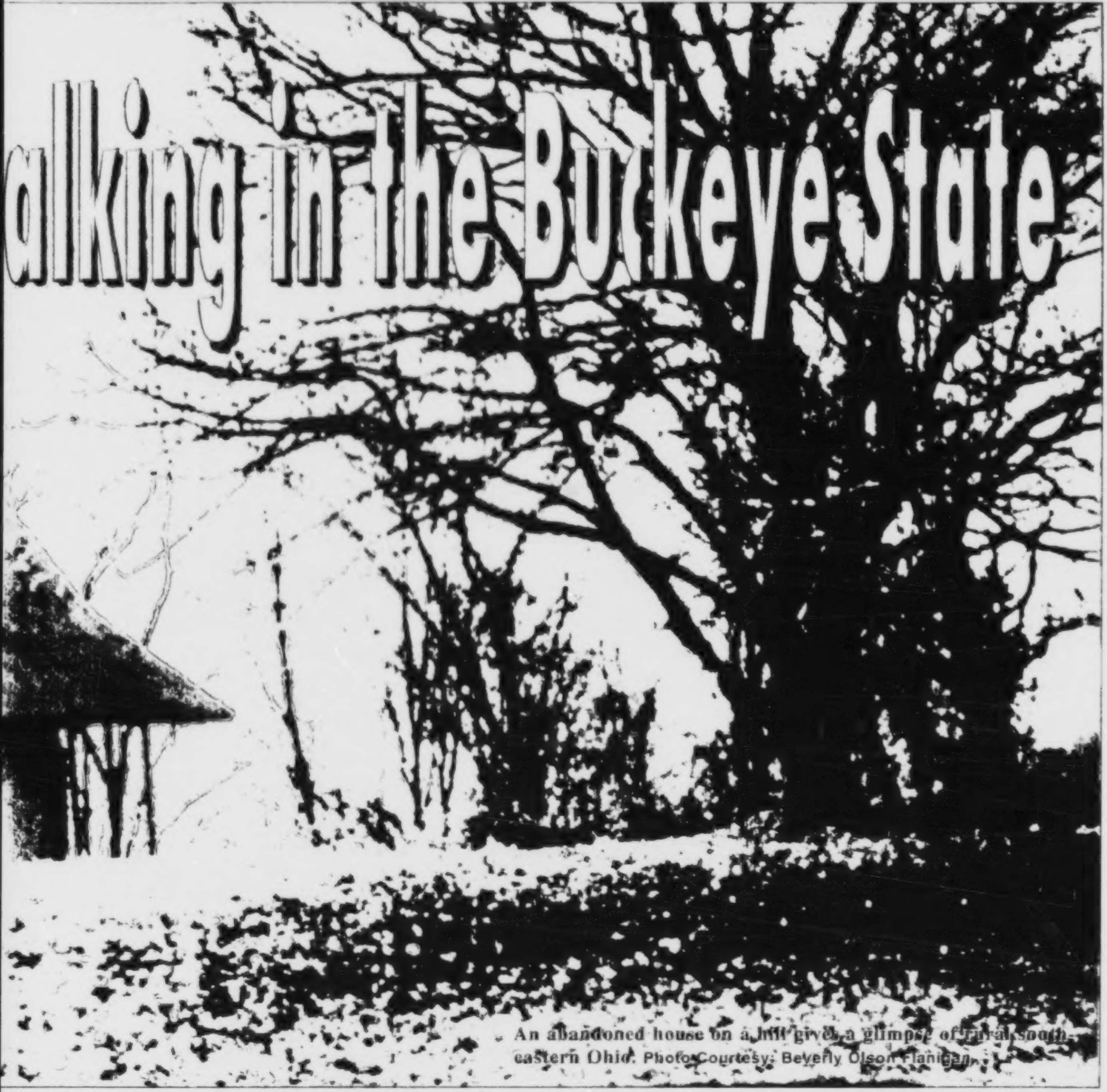
When international students come to Ohio University in the town of Athens they are often amazed and puzzled by the speech of the local citizens—but then, so are many Americans. Here, they meet people who tell them their *"car needs fixed,"* or that the *"feesh are bitin' real good,"* or that the store has *"a spayshul on aigs."* Overseas students are surprised when the local speech doesn't match the books and tapes they've studied as "American English" since Ohio seems like the heartland of America to them. And northern and central Ohioans, not to mention out-of-state students, also wonder how it is that this part of the state sounds so different from Cleveland, Columbus, and even Cincinnati.

Southern Ohioans are less puzzled when they travel north in the state, since they recognize "mainstream" pronunciation and grammar from the media and other sources. But even central Ohioans laugh at the "nasal" speech of Clevelanders and the mountain "twang" of the eastern hills.

In fact, Ohio, like ancient Gaul, can be divided into three parts—dialectally, that is; and those three areas reflect quite accurately three, or perhaps four, major dialect divisions running all through the Eastern United States. Ohio has always been interesting to scholars of language variation because it is a kind of microcosm of dialect differences that can be traced back to the earliest periods of settlement of this country. Although change is always occurring to some degree, especially in the pronunciation of vowels, the three areas remain distinct and recognizable. Dialect research in the U.S. began in the 1930s with the intention of producing a Linguistic Atlas of the United States and Canada. Regions were sampled according to age and educational levels of selected informants, who were interviewed by fieldworkers to elicit regional lexical items, grammatical structures, and pronunciations. Maps were drawn with isoglosses between major lexical, grammatical, and phonological divisions. Three major areas were distinguished: Northern, Midland, and Southern; the West was, and still is, under study. As the map on p.33 shows, Ohio, according to this traditional cut, lies in both the Northern and the Midland regions, with a further division into North Midland and South Midland. But there is also considerable overlap with so-called Appalachian speech in the eastern third of the state—29 of the 88 counties lie in the Appalachian Plateau. On the Ohio River, which forms the southern border of the state, is a mix of South Midland and Southern speech, with Southern ungliding of vowels (*"Ah lahk you just fahn"*) and shifting of Northern vowels (*'feesh'*, *'poosh'*, and *'spayshul'*) intruding slowly but surely across the river.

Migration routes from the East and Southeast first brought these distinctive forms into the old Northwest Territory—later to become the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin. New England and New York State were the

alking in the Buckeye State



An abandoned house on a hill gives a glimpse of rural southeastern Ohio. Photo Courtesy: Beverly Olson Flanigan.

"On the Ohio River, which forms the southern border of the state, is a mix of South Midland and Southern speech, with Southern ungliding of vowels (*"Ah lahk you just fahn"*) and shifting of Northern vowels (*'feesh', 'poosh',* and *'spayshul'*) intruding slowly but surely across the river."

source of settlers in the northern part of Ohio; central Ohio was settled from Pennsylvania and Maryland; and southern Ohio had two sources of migration, one from the Northeast and Pennsylvania via the Ohio River and the National Road (now U.S. 40/70), and the other from Virginia, North Carolina, and Kentucky through the Cumberland Gap and northward on Daniel Boone's Wilderness Road.

Northerners brought with them the transplanted speech forms of southern England, while the midlanders from Pennsylvania were of northern England and Scotch-Irish stock. As early as 1878, an anonymous observer commented on the Scotch-Irish origins of the English of western Pennsylvania, the Cumberland Valley, and the Alleghenies, noting the use of phrases like *"I want out," "to wait on"* (someone), *"to take sick,"* and *"quarter till"* in telling time.

continued p.33

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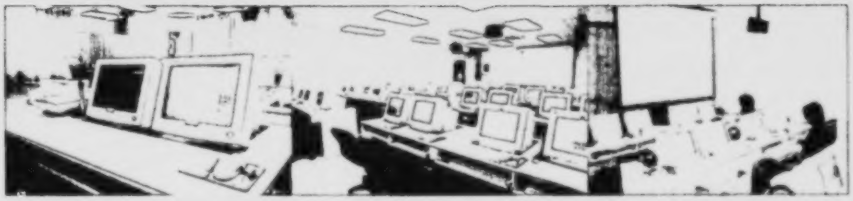

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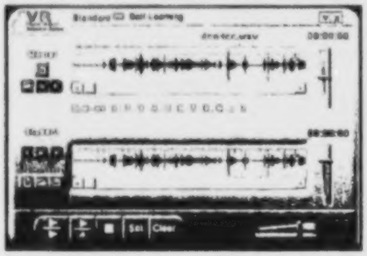

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from p.31

time. Northern equivalents are "I want to go out," "wait for someone," "get sick," and "quarter of or to." Furthermore, the low vowel in want and on would be farther back and more rounded in western Pennsylvania and southern Ohio as in *'wahnt'* and *'ahn'*. An "intrusive r" was noted early in this area, as in *'warsh'* and *'Warshington'*—still noticeable but less common is intrusive 't' in *'oncet'*, *'twicet'* and intrusive 'l' as in *'drawling'* for drawing. This last is particularly interesting, since the so-called "dark l" in words like falling and call is disappearing, so that call sounds more like the *"crow's caw."* A voiced consonant in greasy, pronounced *'greazy'*, is common here too, as it is in much of the South. Even the name of the state is pronounced differently in this region: Ohio sounds like *'ahiya'*, just as Cincinnati is locally called *'Cincinnata'*. Southern Ohio shares with the South the pronunciation of roof and creek with tensed vowels, as in *'Rufus'* and *'creak'*, while northern Ohio has *'ruhff'* and *'crick'*. Central Ohio uses both pronunciations, with the tensed forms winning out not because of migration origins but because they are becoming the preferred or "prestigious" forms throughout the country.

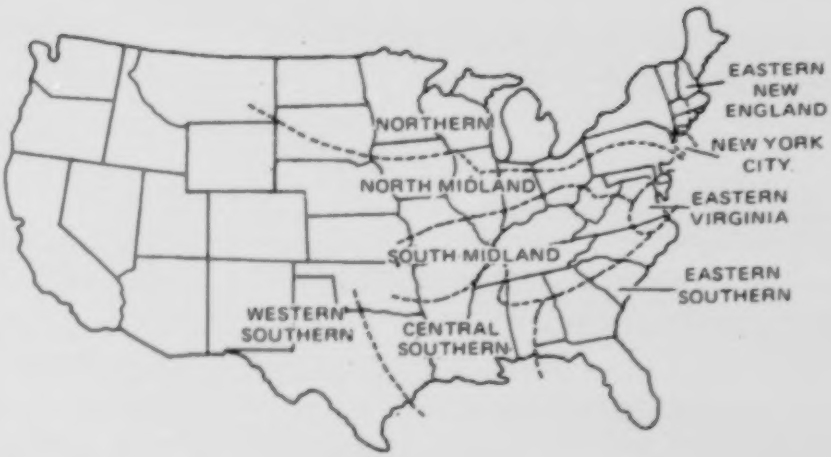


Fig. 1. Traditional dialect boundaries based on the Linguistic Atlas of the United States (Shuy 1967, p. 47).

> "Even the name of the state is pronounced differently in this region: Ohio sounds like *'ahiya'*, just as Cincinnati is locally called *'Cincinnata'*."

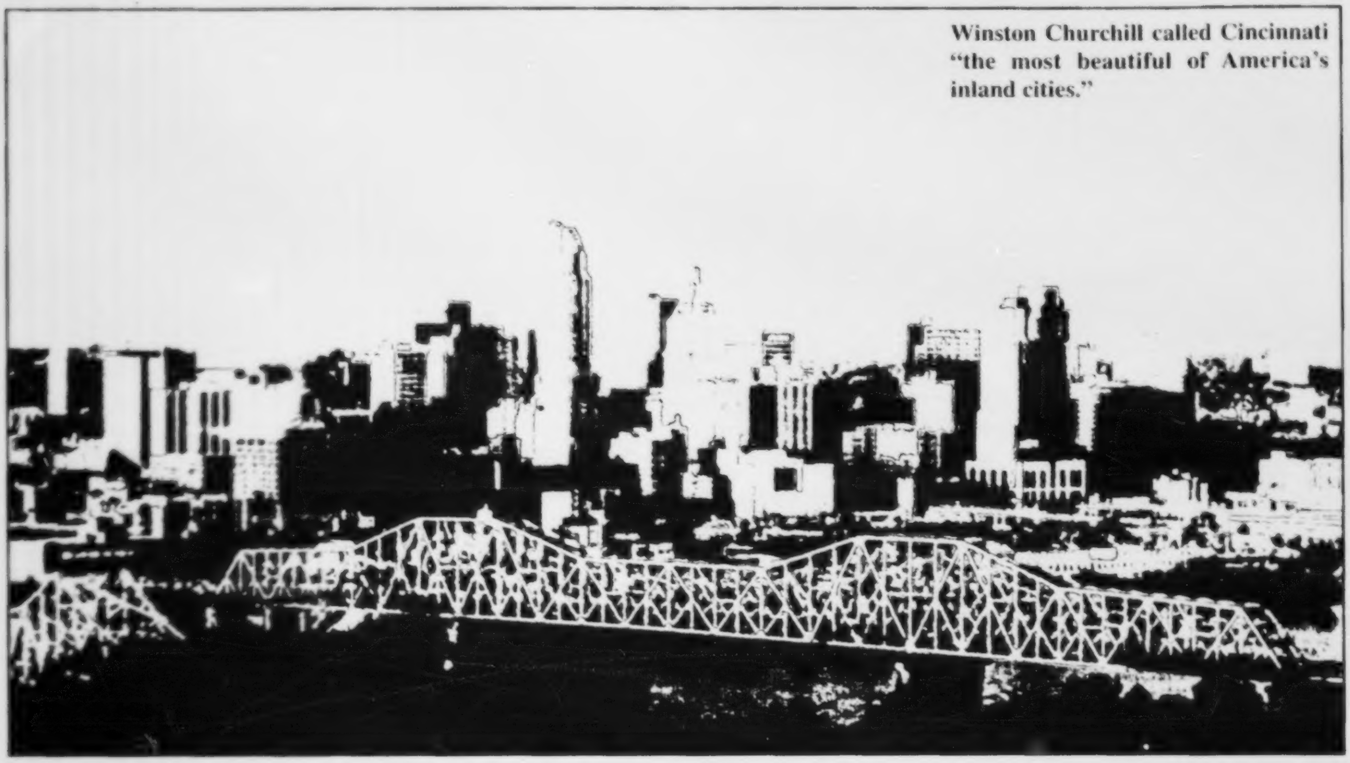
Central Ohio, the area surrounding Columbus and extending westward to Dayton and Springfield, is often thought of as "bland," speaking a general "Midwestern" or "heartland" English. But it too has distinctive characteristics noticed by outsiders if not by its own residents. Most noteworthy, especially to foreign students accustomed to "book English" is the merger of vowels in words like *cot* and *caught*, or *Don* and *dawn*, or *hock* and *hawk*, in Central Ohio and, indeed, much of the country to the west. The rounded back vowel is essentially lost, so that *caught*, *dawn*, and *hawk* rhyme with *cot*, *Don*, and *hock*—with comprehension problems inevitably resulting. Another rhyme set becoming more common in this area is that of fill and feel, both sounding like *'fill'*, sale and sell merging to *'sell'*, and pull and pool (and even pole), all moving to *'pull'*. Note that this shift occurs only before 'l' and is the opposite of the vowel change occurring in southern Ohio, where the tensed vowels of *feesh*, *poosh*, and *spayshul* tend to dominate, though the central Ohio pattern is moving southward. A final vowel change in eastern and central Ohio, and much of southern Ohio as well, is the "fronting" of 'o' and 'u', so that boat sounds like *'ba-oat'* and boot sounds like *'ba-oot'*.

Northern Ohio keeps the vowels of cot and caught distinct, and it also lacks the other vowel changes heard in central and southern Ohio. However, and especially in the large urban centers of Cleveland and Toledo, it exhibits the "nasally" sound so often mocked by other Ohioans. Linguists call this the Northern Cities Shift, a pattern of vowel changes observed from eastern New York State to Wisconsin. The hallmark of this shift is vowel-raising, with words like bad and cat pronounced more like *'bed'* and *'ket'*, or even with an inglide to sound like *'be-yed'* and *'ke-yet'*. This shift leads to other shifts around the vowel space of the mouth, so that flesh sounds like *'flush'*, but like *'bought'*, and locks like *'lacks'*.

But pronunciation isn't the whole story of dialect variation in Ohio. Lexical forms like *redd up* 'to clean, make ready', *blinds* for 'window shades on rollers', *sack* instead of Northern bag, bucket instead of pail, and plural *you'uns*, common in the Pittsburgh area and much of Appalachia, also came into southern Ohio and remain, though less consistently, today. Another second person plural form, *you all*, is increasingly heard, though not in its contracted form *y'all* as it is found in a large region of the South. None of these variants is used outside southern Ohio, but other forms, like *northern pop* for soda, *bag*, and *you guys* are now as common in the Ohio Valley as they are throughout the U.S. But two kinship terms, *mamaw* and *papaw* (for grandma and grandpa) are not heard in Ohio outside of the southern and southeastern Appalachian areas.

Grammar, too, is variable in the state, though social mobility and education are "leveling" this variation to some degree. We noted *"sick at the stomach"* but *"he's not to home,"* and *"he works down to the mill or over to [place name],"* and the use of participles for past tense *"He done it," "I seen him"* are still common in the South Midland and in southern Ohio. More sporadic are *hit* for it, *used to didn't*, perfective done in *"He done finished his work"*, omission of subject relative pronouns in *"He's the man did the work"*, personal dative after get in *"I got me a new car"*, and singular nouns of measure as in ten *mile* and, five *pound*. A progressive verb construction

from p.34



Winston Churchill called Cincinnati "the most beautiful of America's inland cities."

from p.32

common in Appalachia is still used occasionally in southern and southeastern Ohio, mainly by older rural people; it prefixes a- to the verb as in *"They went a-hunting," "The house was a-haunted."* The "need/want/like + past participle" construction is very common, however: *"My car needs fixed"; "the cat wants fed"; "the dog likes petted."* This verb form is spreading all across Ohio, with the exception of the northernmost fringe, as is the so-called "positive anymore" construction. Thus, *"It seems like it rains all the time anymore"* contrasts with Northern *"It never seems to dry out anymore,"* where a negative is added.

Ohio has also been influenced by languages other than English, most notably German. Cincinnati had bilingual schooling in English and German for many years and even has a neighborhood called Over-the-Rhine. A dialectal remnant is the use of *"Please?"* from German *"Bitte?"* which is used to ask someone to repeat a phrase not clearly heard.

The misnamed Pennsylvania Dutch (really German, from dialectal Deitsch= Deutsch) are also in Ohio; in fact, there are more "Deitsch" in Ohio than in any other state, including Pennsylvania.

They speak a dialect of German in their homes, churches, and social circles. They are far outnumbered today, however, by Spanish speakers; about 90,000 Hispanic/Latino Americans live in Ohio, and several Spanish dialects are used. Newer immigrants are bringing in Arabic, Somali, and the languages of Southeast Asia. Other heritage languages still used, include Polish, Yiddish, Hungarian, and Greek.

With the exception of the rural-based Deitsch, most of these groups are concentrated in the large urban centers, but their English has rapidly taken on various regional characteristics: the Northern Cities vowel shift in Cleveland and Toledo, the *cot-caught* merger in Columbus, and South Midland with a touch of Kentucky in Cincinnati.

Ohio's license plate used to display the motto "Ohio: The Heart of It All." If the Midwest may be said to be "America's Heartland," perhaps Ohio can be called "the heart of the Heartland."

In its mix of immigrant languages and English dialects, it is indeed a microcosm of the history of the country—and that isn't likely to change any time soon. ■

> "With the exception of the rural-based Deitsch, most of these groups are concentrated in the large urban centers, but their English has rapidly taken on various regional characteristics: the Northern Cities vowel shift in Cleveland and Toledo, the *cot-caught* merger in Columbus, and South Midland with a touch of Kentucky in Cincinnati."

Resources:

For more information on the "heartland" of which Ohio is a part, see Matthew Gordon's article, "Straight Talking from the Heartland," *Language Magazine*, 2 (2002): 35-38. On the adjoining Pittsburgh-Western Pennsylvania dialect, see Barbara Johnstone and Scott Kiesling, "Steel Town Speak," *Language Magazine*, 1 (2001): 26-28. The map of American dialect regions is taken from Roger W. Shuy, *Discovering American Dialects* (Champaign, IL: National Council of Teachers of English, 1967). For more recent mapping of pronunciation differences in the United States, see William Labov, Sharon Ash, and Charles Boberg, *Atlas of North American English* (preview available at: http://www.ling.upenn.edu/phono_atlas/home.html). A very good introduction to American dialects for ESL learners can be found in Varieties of English, by Susan M. Gass and Natalie Lefkowitz (Ann Arbor: University of Michigan Press, 1995).

Beverly Olson Flanigan is Associate Professor of Linguistics at Ohio University in Athens, where she teaches courses in sociolinguistics and dialectology.

RAISING THE BAR

Raising Reading Scores
Allan Sack
Berkeley, CA: Optima Books (2002)
72 pages, paperback. $19.95

RAISING READING SCORES really surprised me. With only the title to work with, I was expecting a collection of dry research papers interspersed with statistics and the occasional graph, so when a bright workbook-style publication arrived, I was puzzled to say the least. However, after just a few minutes, I realized that the importance of this book far outweighed, well, its weight.

The book provides teachers with a proven instructional method to teach reading, which author Allan Sack has developed over five decades. Sack, who developed Speed Reading in the 1950's, believes that the key to reading lies in his Structural-Analytical Method, which flies in the face of more generally accepted methods, such as phonics. The book presents a clear, practical explanation of his Method for processing non-fiction, and shows how it applies to reading, writing, speaking, and listening.

The S-A Method is based on readers recognizing the structure of what they are reading and using patterns to comprehend the text more easily. Sack, with all of his experience, presents a very convincing case for his method, which will certainly be of use to many students, however, I believe that it would work best in conjunction with other methods, as it presumes a level of reading which would be difficult to attain without relying on alternative methods.

This book explains a significant breakthrough in the teaching of non-fiction comprehension. I would recommend it to any teacher and even anyone interested in literacy and how our brains process information. ■

Laura Diaz is an elementary school teacher in Phoenix, Arizona

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The software programs reviewed here are for ESL students and will be welcomed by institutions equipped with language learning labs. The ESL edition is of particular use with remedial and adult ESL students—the latter in particular will appreciate the opportunities for learner autonomy afforded by the program. Students in these classes often work better when allowed to study on their own and Rosetta Stone uses a progression of tasks designed to ease learners into English at a pace that they can choose themselves from 12 different modes.

Students will be attracted to the dictation exercises where they are able to type in the answers on their keyboards and to the voice-recording capabilities. The learning experience is further enhanced by the use of clear graphics and user-friendly instructions. The exercises, which revolve around speaking, listening, reading and writing, give ample opportunity for practice.

All in all, ESL students using the Rosetta Stone program will benefit from a range of activities that will excite and empower them. ■

Marcus Chaffey teaches ESL to migrant farm workers in the Coachella Valley, California

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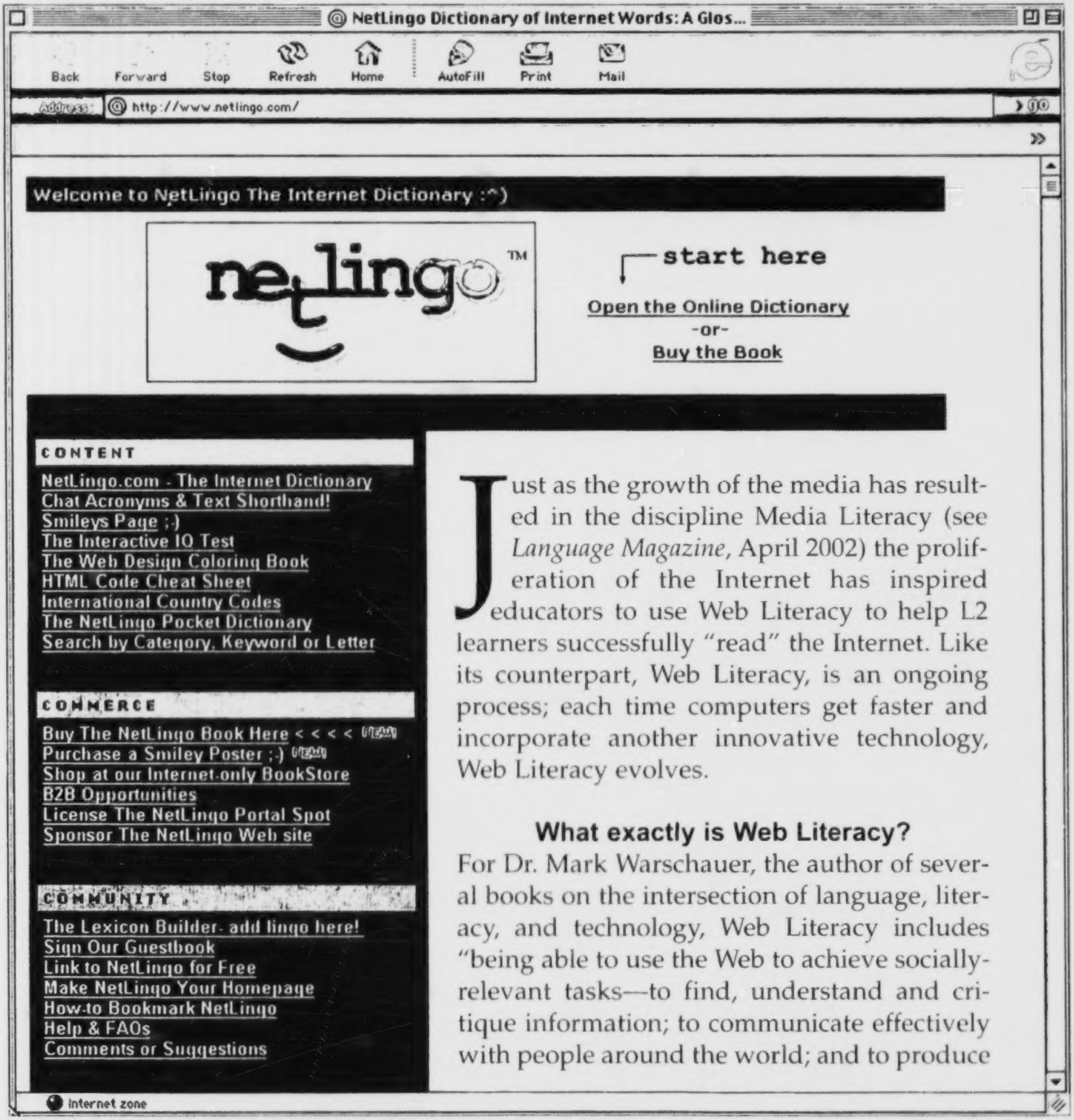
LITERATE IN CYBERSPACE

Arnie Cooper reports on the demands of teaching a new kind of literacy.



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Just as the growth of the media has resulted in the discipline Media Literacy (see *Language Magazine*, April 2002) the proliferation of the Internet has inspired educators to use Web Literacy to help L2 learners successfully "read" the Internet. Like its counterpart, Web Literacy, is an ongoing process; each time computers get faster and incorporate another innovative technology, Web Literacy evolves.

What exactly is Web Literacy?

For Dr. Mark Warschauer, the author of several books on the intersection of language, literacy, and technology, Web Literacy includes "being able to use the Web to achieve socially-relevant tasks—to find, understand and critique information; to communicate effectively with people around the world; and to produce and publish texts and multimedia that have an impact."

Indeed, ever since second language learners began exploring the cyberworld in the mid-nineties, teachers in computer labs have been struggling to help their students gain mastery over what has been described as the world's largest library. Adding to this challenge is the inherent diversity of ESL populations and programs. It's simply not possible to create a "one size fits all" web curriculum.

> "Web Literacy, is an ongoing process; each time computers get faster and incorporate another innovative technology, Web Literacy evolves."

Four Elements of Web Literacy

No doubt, the task of getting learners to make productive use of the Web can easily overwhelm. This is because Web Literacy constitutes an ever-widening umbrella, which covers both Media Literacy and the original Literacy that has existed since the development of the printing press. Although the library metaphor includes a vast proportion of Internet activities, instructors must also consider other areas. Warschauer outlines four elements that need to be incorporated into a basic web curriculum. These include:

- **"Communication**—the pragmatics of effective computer-mediated communication." In a sense, this aspect is most important since the primary goal of second language teaching is communication. As mentioned earlier, web literacy is constantly changing. Five years ago, it might have been enough to merely teach students how to use electronic mail. Now, most students coming to this country already have several email accounts and know how to use attachments and work with photos etc.

A new approach could include helping learners insert HTML tags and music into their email messages. They might also experiment with the use of avatars (digitized representations of human beings) in programs like Facemail. In addition, "netiquette" can constitute a new topic for foreign learners. Even more interesting are the other possibilities such as email pen pals, either with other ESL students or native speakers as well as computer chat. Of course, most learners are already comfortable using text and audio-chat. Now they will need to explore the rich world of video chatting or video conferencing. In all cases, students should be encouraged to interact with native speakers rather than simply using the technology to communicate with friends and family back home.

- **"Research**—finding, reading, sorting out and critiquing information on line." This can be one of the most frustrating endeavors for L2 learners. The three-fold problem includes: first finding appropriate key words (spelled correctly) to initiate a search. Second is the ability to use individual search engines effectively. Third is the issue of understanding the information that does come up. This of course, relates back to ordinary literacy, which should obviously be addressed through other coursework.

As for the first two issues, sites such as Berkeley's web tutorial (see sidebar) offer more information than students will ever need. At this site, they'll find a comprehensive guide to not only searching but also evaluating web pages as well as style sheets for citing Internet documents. In addition, the Berkeley site offers a glossary of Internet and web jargon, in itself, an important component of Web Literacy.

- **"Authoring**—developing and publishing multimedia documents." This is where time becomes an issue. Certainly, an ability to create basic web sites can make for some very compelling class projects. Instructors, though, need to consider the fact that developing even a simple web site can take hours. It's certainly tempting to use lab time to teach students HTML or how to use a web editor, but keep in mind that some learners will devote more time to choosing the right color or design rather than refining their English skills. (Go to p.38 for some free web creation sites.) PowerPoint has also become indispensable. But unlike five years ago when the primary concern was helping students use it, today the focus is more on using it effectively as a means rather than an end. (See my article on PowerPoint, *Language Magazine*, July/August 2001).

- **"Autonomous learning**—how to accomplish all of the above on one's own, in collaboration with peers." Balancing the lab's innate tendency to discourage collaboration among learners are the many options for self-study. The fact remains that no matter how well placed students may be into a particular class, there is always a difference in their mastery of the target language. But providing students with the tools to autonomous learning means more than just directing them to web sites.

Sure, for the self-motivated student, this may be enough to provide a worthwhile learning experience. However, most others will need more guidance. A good starting point is a needs assessment questionnaire that investigates students' computer knowledge as well as their English level. Once this is completed, instructors can create lessons tailored specifically to students' individual needs. For example, a student with weak English skills, but advanced computer knowledge, could create a web site on a simple topic such as "my family".

On the other hand, a learner with the opposite skill set could create a simple MS Word document that s/he then uses as an electronic poster for a presentation to the rest of the class. Other activities could incorporate the many sites specifically geared to second language learners. (See the list of sites in the overleaf.)

This is not to diminish the importance of collaborative efforts. Indeed, Warschauer points out that group work can be especially

continued p.38

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LITERACY WEB SITE LINKS

Communication

www.netlingo.com an online dictionary with the latest Internet jargon
www.englishclub.net/presentations/preparation.htm easy guide to presentations for low level learners
www.facemail.com the latest in Email technology
web.icq.com the "gold standard" in text chatting
www.microsoft.com/windows/netmeeting/default.asp easy to use net conferencing software from Microsoft

Research

www.lib.berkeley.edu offers tutorials for searching and evaluating web pages. (Click on the link "search the Internet" on the right side of the page).
www.ExpertCentral.com an extensive list of categories on various topics
www.britannica.com the encyclopedia you used as a child now online
www.about.com virtually everything you ever wanted to know about anything
www.nytimes.com/library/tech/reference/cynavi.html used by journalists—a good starting point for all Internet searches

Authoring

www.tripod.lycos.com free and low cost options for creating and publishing web sites with many relevant links
http://geocities.yahoo.com/home more options for creating and publishing web sites
www.guide.net.nz/mtn/web2.html explains web authoring with Netscape composer
http://hotwired.lycos.com/webmonkey/teachingtool a tutorial for using HTML
http://coolgraphics.com/gallery/ free graphics

Autonomous Learning Sites

http://eslcafe.com The one and only Dave's ESL Cafe
http://esl-lab.com/ Randall's ESL cyber listening lab
http://owl.english.purdue.edu/ Purdue online writing lab
http://towerofenglish.com a fun site with lots of skill building activities
www.bbc.co.uk/worldservice/learningenglish/index.shtml Learn English with the BBC

from p 37

useful for L2 learners. "Students can cooperate together to carry out online research projects and publish their work on line. This can be done with students in other countries adding a new dimension."

When you do make it back to the regular classroom you need not stop teaching Web Literacy skills. In fact, away from the deafening hum of computer monitors and equipment, it becomes easier to have discussions and engage in other activities. This could include readings about the latest software or product or a more general look at issues such as the future of the Internet. Debates about the positives and negatives of the cyberworld can also help learners review and refine their Internet jargon as they practice their critical thinking skills.

Final Thoughts

The approaches detailed above are certainly useful for launching into Web Literacy. However, instructors should also consider the sociological, psychological and social implications associated with using the net. While a comprehensive analysis of these issues is beyond the scope of this article, it's helpful to consider Warschauer's point of view. For him, using the Internet efficiently is extremely important for functioning in today's world, whether in the academic or professional world. "If we don't teach people around the world new electronic literacies, that will only widen the gap between the powerful and the less powerful. Knowing English well today must entail far more than being able to hold a conversation." As for educators themselves, they must also be willing to constantly upgrade their own skills because of the changing nature of the Internet.

One final caveat: Instructors and their students must be careful to avoid getting so caught up in the mystique of technology that teaching and learning become secondary to the technology. Says Warschauer: "Don't let students become overly enamored of making things look fancy without paying attention to developing their language." The same should hold true for instructors. As many seminars and articles these days remind us, Let's remember to keep the "language learning" in CALL. ■

Arnie Cooper is an instructor at UCSB's International Programs in Santa Barbara.

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Cutting Edge Blues?

Bill Hellriegel says that when it comes to technology, a teacher doesn't have to be a Mr. or Ms. Know-It-All

"If I don't know more than my students about all aspects of the software we're using in this course, I will have no credibility." Does this statement accurately describe your intuition as the teacher of an ESL course that involves the use of technology (which course doesn't these days?!)? It did mine until I learned otherwise.

When I first started teaching "Professional Communications through New Technologies" I felt as if I would have to know everything there was to know about the PowerPoint and Dreamweaver applications that we would be using or that, in any case, I would have to know significantly more than any of my students did so as to not look foolish. Although use of these applications was simply a means by which we could produce cutting-edge resumes and web pages for students to present themselves in a professional context, and although the course was not essentially a course on how to use these software applications, they were, nonetheless, essential technological components of the course of which I was obliged to demonstrate mastery—or so I thought.

I've taught the course twice now, and, in both cases, before working with each of the above-mentioned software applications in class, I studied them as extensively as I could and planned which features to teach and which not to teach. I chose not to teach certain features because they seemed beyond the scope of what I could learn without actually mastering the software—something unrealistic given the time constraints I was under. There were also features that seemed unrelated to using the applications to create resumes and self-introduction web pages.

In both courses, I found that the students were satisfied with the amount of information I gave them about the software applications and did not expect me to be an expert. In some cases, they were already ahead of me and were working at the highest levels they could. Sometimes, in a fit of good judgment, I would ask one of these students who understood well a certain feature of the software to explain it to the class instead of my doing so. In other cases, the information I presented was all or almost all new for them, but they were quite willing to use it to explore the software further and see what else they could learn on their own. In both cases, I was free to troubleshoot, to the best of my ability, questions regarding the software.

Troubleshooting, it seems, is easier for a teacher than presenting and teaching a software application's features at first due to the fact that a teacher seems to gain superhuman power and knowledge when an unknowing student needs help—a testimony to our desire as teachers to help others as well as to the beneficial influence of others' faith in us!

This approach also allowed me to focus on the contents of the resumes and web pages—areas in which I did truly have expertise relative to my students.

You will look foolish in a course like this if you insist on being the imparter of all information regarding a software application when you are clearly not prepared to be that. In fact, it seems almost a given these days that our students will know more than we do unless we are teaching a course specifically about a software application. However, even in that case, we may not always be ahead of our students.

If you simply ask a student who knows more than you do to teach a particular point instead of you, you will not only look magnanimous, but you will also demonstrate to the students that you can manage your class well, using all its human resources effectively and appropriately and for the advantage of all.

If you don't, you take the risk of looking selfish, overly concerned with your own image, and not concerned enough with your students' progress—however it might be best facilitated.

It seems that students expect us to look competent rather than to know it all, and there's a difference between the two! We might say this even when it comes to subject matter that is clearly within our areas of expertise. If, for example, you cannot admit that you don't know something and need to check on it, you will look more foolish trying to cover your discomfort and embarrassment with lies and acting than if you simply admit that you don't know. This is not to say, of course, that it's OK to be unprepared, but, again, the fact remains that it is more important to appear competent in managing your class than to try to appear to know everything at all times. ■

Bill Hellriegel, former academic supervisor of the English Language Program of International Programs, UCSB Extension.

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Surfing en Español

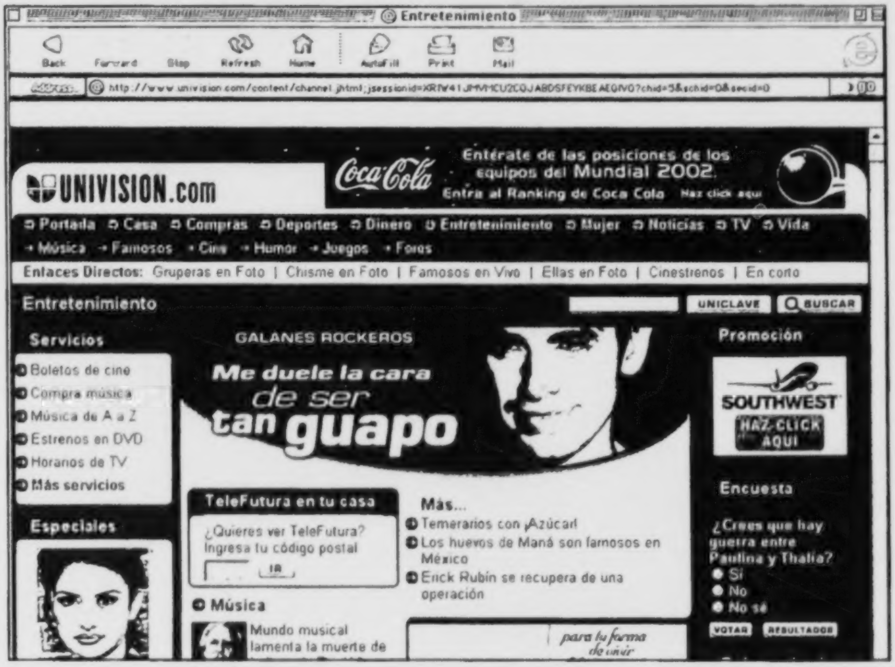
SPANISH LANGUAGE web sites, such as the one pictured right, are growing in popularity as more Hispanics access the Internet, according to a new report.

The report, by Nielsen Media Research, corresponds with data gathered by Roslow Research Group in late 2001 indicating that 55 percent of the surveyed Hispanic population spent their online time in Spanish and 45 percent in English, representing a 41 percent increase over the March 2001 ratio (39 percent/61 percent).

An online poll conducted by Spanish-language network YupiMSN of 26,000 Internet users revealed that approximately 20 percent would feel "devastated" if they were no longer able to search the Web and would much prefer giving up television. The survey was designed to investigate how and why searching the Net has become such an integral part of Spanish-speakers' everyday lives.

"We have always known that our consumers are die-hard Web surfers. These individuals have made the Net an indispensable part of their lives—and YupiMSN, their home on the Web," said Oscar Coen, president of YupiMSN.

Battling for the top Internet spot among Hispanics is Univision.com, which Nielsen Media Research revealed as the site that more Hispanics visit than any other Spanish-language Web site. ■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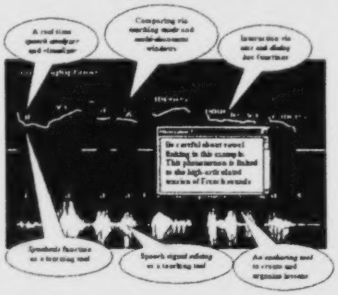
Rosetta Stone Contribution to Global Communication

ROSETTA STONE Language Library founder Allen Stoltzfus announced a $3 million gift of his innovative CD-ROM language program to American high schools at the National Educational Computing Conference last month. The gift reflects Stoltzfus' belief that international understanding is the key to improved international relations. "Knowing each other's languages is essential in today's world," Stoltzfus said. He acknowledged that the world is learning English but pointed out that Americans have lagged behind in mastering other countries' languages.

"We want to put the Rosetta Stone into every American classroom, teaching American students how to talk to students in other countries. That is the reason that I and my company are donating $3 million worth of the Rosetta Stone language program for learning Arabic to the Friendship Through Education of iEARN-USA," Stoltzfus said.

"Your role as educators is essential to helping teach American students the languages of other countries, and we are offering you the opportunity to use a dynamic, effective classroom tool: the *Rosetta Stone Language Library*. We believe we have created a program that is the best way to learn a second language." ■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Interaction via user and dialog box functions
Synthesis function as a learning tool
Speech signal editing as a teaching tool
An authoring tool to create and organize lessons

Improved Software Visualizes Speech Patterns

WINPITCH LTL Software, a speech and prosodic patterns visualizer and synthesizer that enables language and voice students and teachers to further develop oral and pronunciation skills in a distance-learning setting is now improved. Specifically, the new program version allows students to better hear examples of proper speech patterns, record their own voices, see their actual voice patterns compared against that of the teachers or native speaker and send and receive recordings with detailed comments and critiques from the teacher via e-mail.

According to WinPitch developer, Philippe Martin, PhD. "The new version of WinPitch LTL now incorporates many new exciting features requested and deemed important by our faithful group of users who depend on WinPitch LTL everyday to teach students in distance learning situations."

The program is priced at $200.00 for individual users and $495.00 for a 5-seat site license. ■

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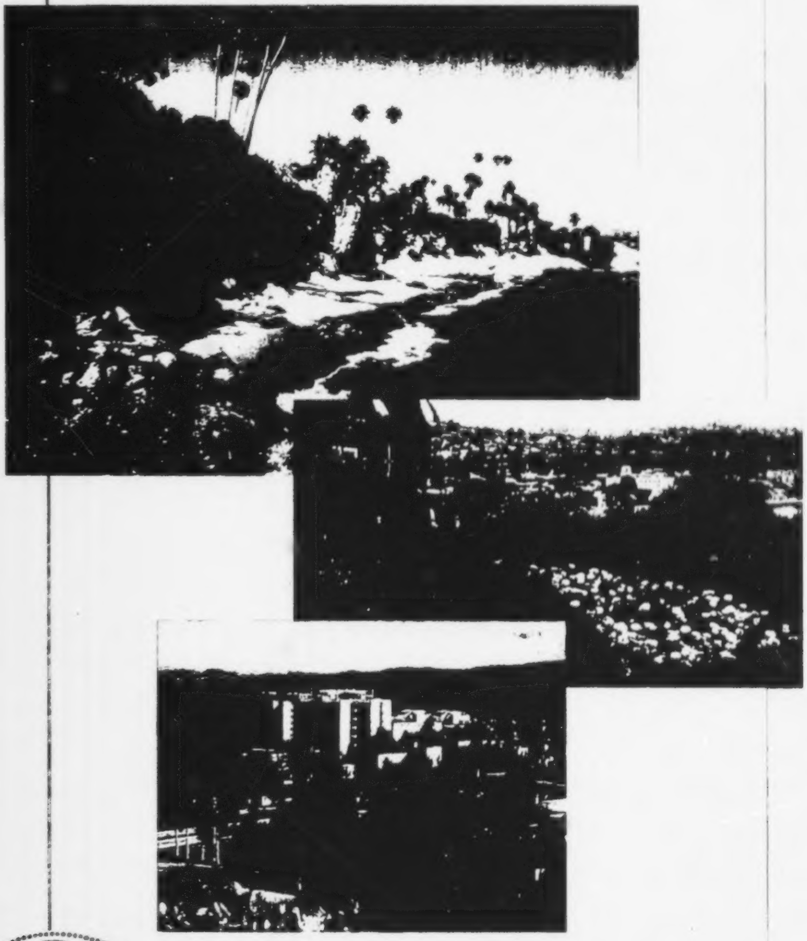

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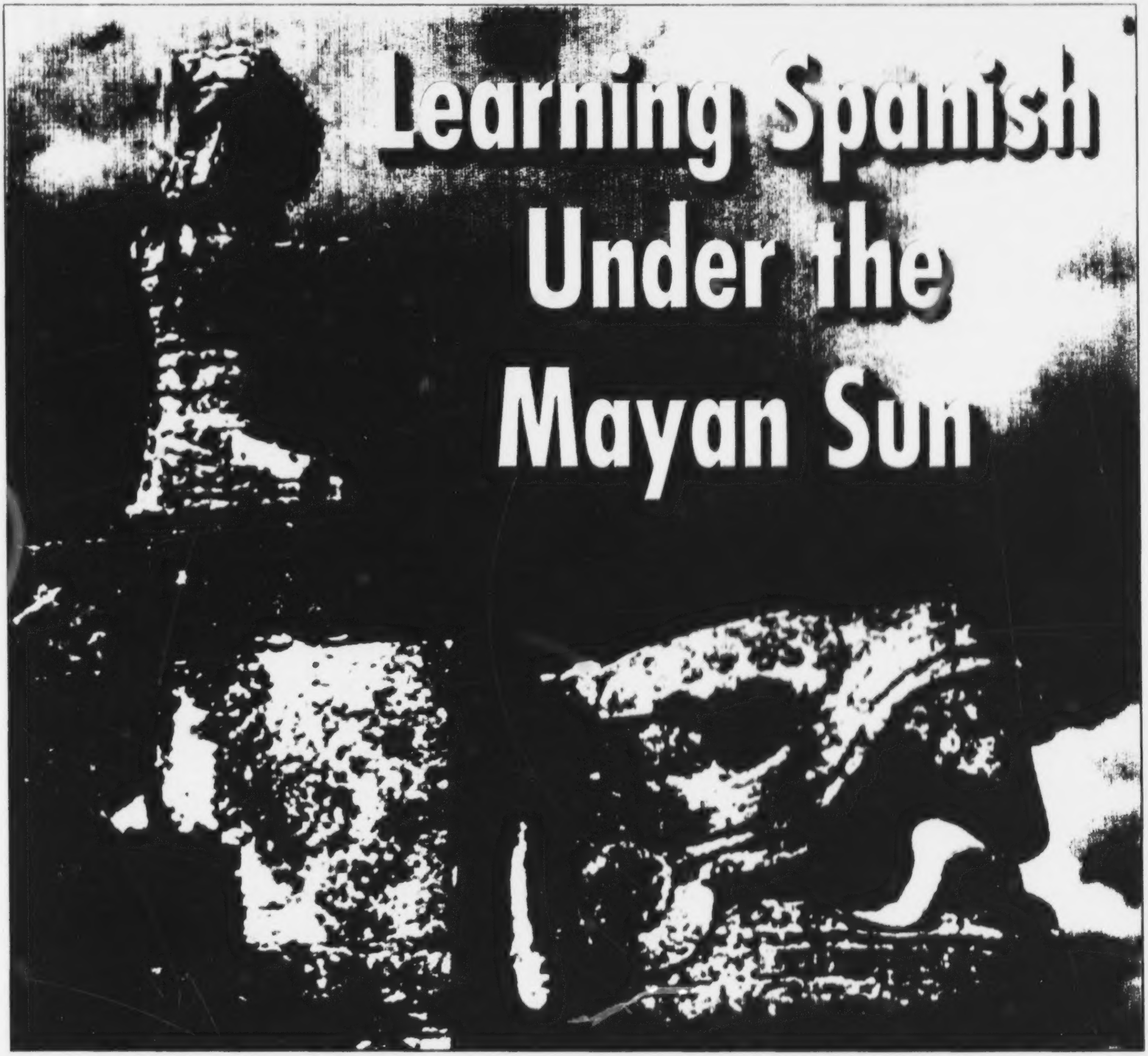
Kevin Revolinski reports on language immersion programs in Guatemala.

Learning Spanish Under the Mayan Sun



I moved from Wisconsin to Houston, Texas to teach high school. Anticipating the major change in demographics, I looked for some way that I could learn Spanish—and fast. It wasn't for bilingual education or out of a demand from my employer, but I felt certain that at the very minimum it would earn me some credibility with Latino students, broaden my understanding of some of the cultural differences, and perhaps even bail me out in parent-teacher conferences. I was right. But with all the demands of a school year and the frequent continuing education requirements, where can one find the time to commit to a language course to make it worth the investment?

Guatemala. Sound crazy? In Quetzaltenango, the country's second largest city, there are over 30 language schools with programs that generally cost between $110-160 per week including five hours per day with a personal instructor, a homestay with three meals a day, and cultural excursions into the heart of the Maya world. In four weeks I managed to cover a lot of ground. Moreover, depending on your state regulations, this time can be put against continuing education requirements.

It was late July when I arrived in Xela (SHAY-lah, Quetzaltenango's more popular Mayan name). The rainy season was tapering off to daily afternoon showers. The streets are narrow and often cobblestone, lined with simple but colorful concrete storefronts. Old school buses—brightly repainted Blue Bird leftovers from the United States—rumble past on regular public routes, spouting clouds of diesel. Over the rooftops, the mountains close in like fingers around a palm, and at night the house lights on their slopes are nearly indistinguishable from the stars themselves. During the day the sun is strong and hot; at night the temperature drops fast and one piles on woolen blankets in houses typically without heat. At an altitude of about 8,000 feet, the sky is a deep blue and the lush green mountains and stony volcanoes pierce clouds so white that one must squint to look at them. And the Maya are no less impressive; they dress in their own vivid colors, rainbows of wool draped over their bodies and infants wrapped tightly in intricately woven blankets across the backs of their mothers.

Volunteer Teaching in Quetzaltenango

Perhaps equally as popular as language study in Xela is volunteerism. Opportunities range from rural education to orphanages to adult education. EntreMundos, an organization staffed primarily by foreign volunteers, does an excellent job of keeping the visiting public informed of social and political issues and helping promote volunteering. For the visiting teacher looking to share his or her talents in a classroom, there is a continual need. EntreMundos maintains a searchable database of the latest openings. It is an entirely free service both for the volunteers and the organization that solicits them. Go to their web page at www.entremundos.org and select Education in the job database for a current listing.

Jobs vary. Some such as Aldea Juvenil, an orphanage for abandoned youth, ask for commitments as short as a few days and require only basic Spanish to teach health issues, English, or even internet skills. Others require a minimum commitment of 3 months to a year. An example is EDELAC, Escuela de la Calle (School of the Street) which offers classes in the near rural area of Las Rosas and runs a shelter for street kids in Xela. They are continually on the look out for teachers as well as counselors for the street children. Projects like these often require intermediate to advanced level Spanish. Each listing at EntreMundos provides specific time and language requirements, a job description, and application procedures and ways to contact the organizations themselves. Max Lieberman, director of EntreMundos, warns, however, that these jobs as teachers and counselors are very important and suggests "anything less than 3 months is not helpful social change." But if you are looking to make a difference and have the time to share with these children, the experience is guaranteed to be rewarding for both parties. ■

> "Fellow students immediately took to referring to their hosts as family. 'I can't meet you at 7 unless I tell my mom I won't be home for dinner'."

I had no doubt that I was in for a serious immersion experience. Xela is home to over 250,000 inhabitants, but it often has the feeling of a small town. Strangers greet strangers and rarely does a patron leave a restaurant without telling all the other customers "buen provecho" (like bon appetit). For language study, many students choose Antigua, a UNESCO-listed city 45 minutes from Guatemala City. To be fair, Antigua is all it is purported to be: colonial architecture, dramatic scenery, and some historical sites. But add to that list a thriving tourist industry, and language immersion becomes a bit more of a challenge to maintain. This is why I opted for Xela.

My primary reason for being there, of course, was to learn Spanish and I attended Celas-Maya language school for that purpose. Celas-Maya, like many typical schools, hires university students or trained teachers to tutor foreign students individually. I walked to school every day at 8 and had a personal instructor at my disposal until 1 pm, Monday through Friday. We sat in a sun-filled courtyard with a trickling fountain, a variety of colorful flowers and clear morning skies. The grammar, exercises, and yes, homework, quickly got the wheels turning. When I went home to my family for lunch—chicken and fresh corn tortillas or Guatemalan tamales (called paches), maybe some fresh-squeezed OJ—I had a fine group of supportive adults and children ready to practice with me. Fellow students immediately took to referring to their hosts as family. "I can't meet you at 7 unless I tell my mom I won't be home for dinner."

The great thing about one-on-one study is the flexibility. With the personal instructor, no one waits around for another's learning curve. Alejandra, my teacher for three weeks, would make sure I had something mastered—"Entiendes? Seguro?"—and then move on. We covered all of the major grammar inside of those four weeks. Personal interests can be met easily as well. One student spent most of her time learning medical terminology, while another found a business student to talk finance with him for the week. All of the schools I spoke with said they could tailor their instruction to meet the needs of educators.

Each week schools offer activities outside the instruction period. Sometimes a trip to the hot springs of Fuentes Georginas or out to Salcaja to watch local weavers ply their trade. Each week offers a movie and a conference hosted by a local expert on a specific subject, historical, cultural, social or political. Each Friday night, everyone gathers for graduation, a meal in honor of those whose time is up at the school. One week

continued p.44

Guatemala Web Site Links

Casa de Español Xelaju
email: cexspanish@aol.com

La Hermandad Educativa
www.hermandad.com

Kie-Balam Spanish School
http://www.super-highway.net/users/moebius

Celas Maya
http://www.celasmaya.edu.gt

Xela Pages (an assortment of school links and much more)
http://www.xelapages.com

In Antigua: Alameda Spanish Academy
www.alamedaacademy.com

La Ruta Maya (links to schools and hotels throughout Guatemala)
http://www.larutamayaonline.com

Parque Central in Guatemala City.

from p.43

was local food, the next week the students prepared the meal, an international menu concocted of whatever ingredients or equivalents were available down at the open market. We toasted, we made farewell addresses. Some wrote poems or made gifts for their instructors. Upon my return to the States I had a comfortable grasp of conversational Spanish.

Already fluent in Spanish? What about K'iche? Guatemala is home to 20 Maya dialects. Probably not the most useful tongue at meet the teacher night but imagine teaching a history lesson or using the mythology of the Maya and knowing first hand the culture, land, and language. Several schools offer Maya language instruction but nearly all offer cultural experiences to go along with their Spanish lessons. We spent an hour one morning learning the Maya calendar and number system from a local Mayan priest.

Language schools can be started by just about anyone who has the urge. So there are some simple things to look for to being sure the school you apply to is legitimate. Schools should be clear about whether they are approved by the Ministry of Education and INGUAT, the Guatemala Institute of Tourism. Quetzaltenango itself has a local accreditation association as well. For those who are looking to also use this experience for continuing education credit, the policies of each state's department of education may dictate your choice. Most schools will be willing to write the necessary letters, provide credentials and curriculum, and chronicle your hours of study. There are some schools that offer university credit through schools in the United States. Casa Xelaju, for example, has a connection with the University of Mississippi. Kie-Balam Spanish School offers both graduate and undergraduate language credit.

Some schools are directly involved in the community. Celas-Maya, for example, was founded by members of the indigenous community and has grown quickly in the past few years. Their mission involves more than simply providing some jobs and teaching Spanish. Celas-Maya also gives Maya students access to computers and the Internet. Local vendors have agreements to sell their wares at designated times in the school foyer. Dance instructors are brought in to expose foreign students to salsa and merengue, local intellectuals speak out on social issues, students tour local factories, cooperatives, and orphanages. This community awareness is not unusual. If social consciousness is a concern, a school that gives back is not hard to find.

The schools are on the Internet and I was able to do some comparative shopping before my arrival. It is a good idea to ask around if you are unsure or have specific needs or interests that might not be offered at every school. Thanks to the Internet, correspondence is cheap, fast, and easy. Schools hire coordinators that can communicate with you in English via email. Be specific about your plans and choose a school that is willing to accommodate your needs. Buena suerte! ■

Kevin Revolinski is a writer, teacher and traveler currently living in Central America. His articles have appeared in Student World Traveler and Revue and he has taught English in the U.S. and Turkey.

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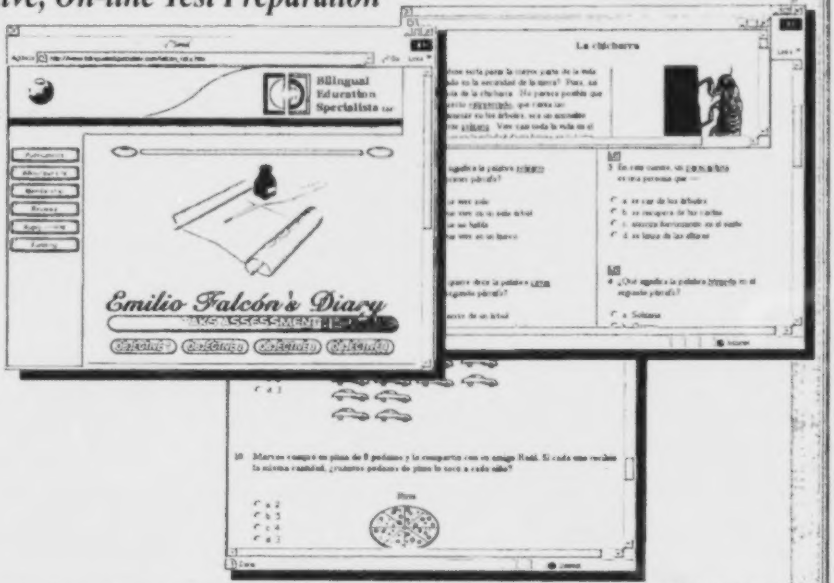

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The Power of Laughter

by RICHARD LEDERER

"Laughter rises out of tragedy, when you need it the most, and rewards you for your courage."
- The late and beloved humorist Erma Bombeck

An Apache myth tells us that the Creator made man able to walk and talk, to see and hear—to do everything. But the Creator wasn't satisfied. Finally he made man laugh, and when man laughed and laughed, the Creator said, "Now you are fit to live."

In Navajo culture, there is something called the First Laugh Ceremony. Tradition dictates that each Navajo baby is kept on a cradle board until he or she laughs for the first time. Then the tribe throws a celebration in honor of the child's first laugh, which is considered to be his or her birth as a social being.

We are not only Homo sapiens, the creature who thinks. We are Homo guffawus, the creature who laughs.

Did you know that babies are born with certain natural instincts? Neurologists have discovered that the reason babies cry right after they are born is that they instinctively understand the magnitude of the national debt they are going to be saddled with.

Just kidding. But I'm completely serious when I report the fact that five-year-olds laugh naturally about 250 times a day. How sad it is that as we age, we almost inevitably gain girth and lose mirth. Many of us don't laugh 250 times a month!

"Man is the only animal who blushes—or needs to," wrote Mark Twain. He could have added, "Man is the only animal that truly laughs. Or needs to." How solemn can God be if He endowed us with the priceless gift of laugher?

We all need to laugh. Recent studies have shown that he or she who laughs lasts. Norman Cousins, who used laughter to conquer a debilitating disease, writes "Illness is not a laughing matter. Perhaps it ought to be. Laughter moves your internal organs around. It enhances respiration. It is an igniter of great expectation...It has always seemed to me that hearty laughter is a good way to jog internally without having to go outdoors."

Laughter stimulates the circulation, tones the muscles, energizes the lungs and respiratory system, stimulates endorphins in the immune system and provides superb aerobic exercise. In *Make 'Em Laugh*, Stanford University professor William Fry explains, "When laughter gets to the point where it is called 'convulsive,' almost every muscle in the body is involved."

Laughter is also an elixir for the mind. Tests administered before and after humor therapy reveal a reduction of stress and depression and a heightened sense of well-being and creativity. More and more, science is discovering that it hurts only when we don't laugh. "Laughter is to life what shock absorbers are to automobiles. It won't take the potholes out of the road, but it sure makes the ride smoother," observes Barbara Johnson.

According to Robert Provine, author of *Laughter, A Scientific Investigation*, we laugh also to promote social bonding—a trigger that appears to be genetically determined. His studies document that we actually laugh more frequently during the course of conversation at things that aren't funny to show agreement or approval, than we do to voice our amusement at something that tickles our funny bone.

"Humor is not a trick," writes author and *Prairie Home Companion* host Garrison Keillor. "Humor is a presence in the world—like grace—and shines on everybody." The profound act of laughter is a special blessing to us who live in the long, dark shadow of that day terrorism shook our land. The late and beloved humorist Erma Bombeck, whose column *At Wit's End* was read by millions, speaks to us today: "Laughter rises out of tragedy, when you need it the most, and rewards you for your courage."

Go forth and practice random acts of laughter. Ripples of laughter will wash the brightest pearls onto the shores of your life. Laughter makes life the merriest of go-rounds and will keep you from getting dizzy. Most of all, be sure to laugh at yourself. Others are laughing at you, so why not you, too? ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

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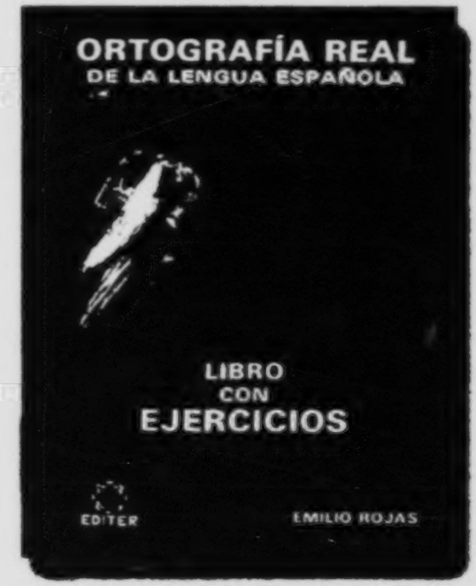
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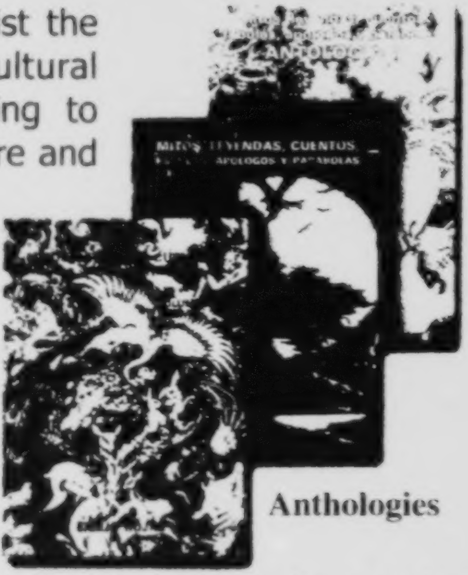
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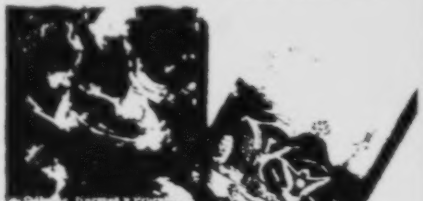

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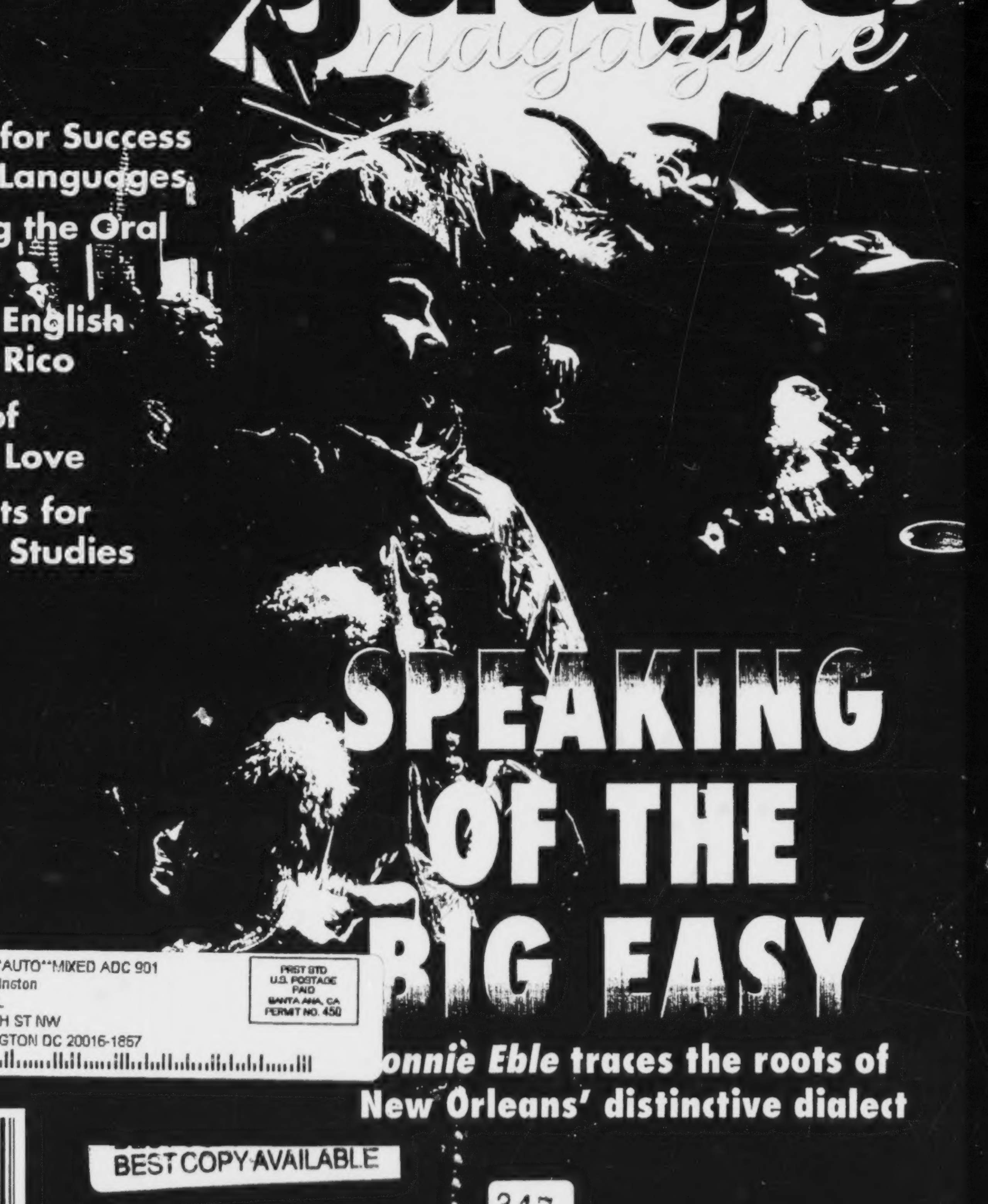

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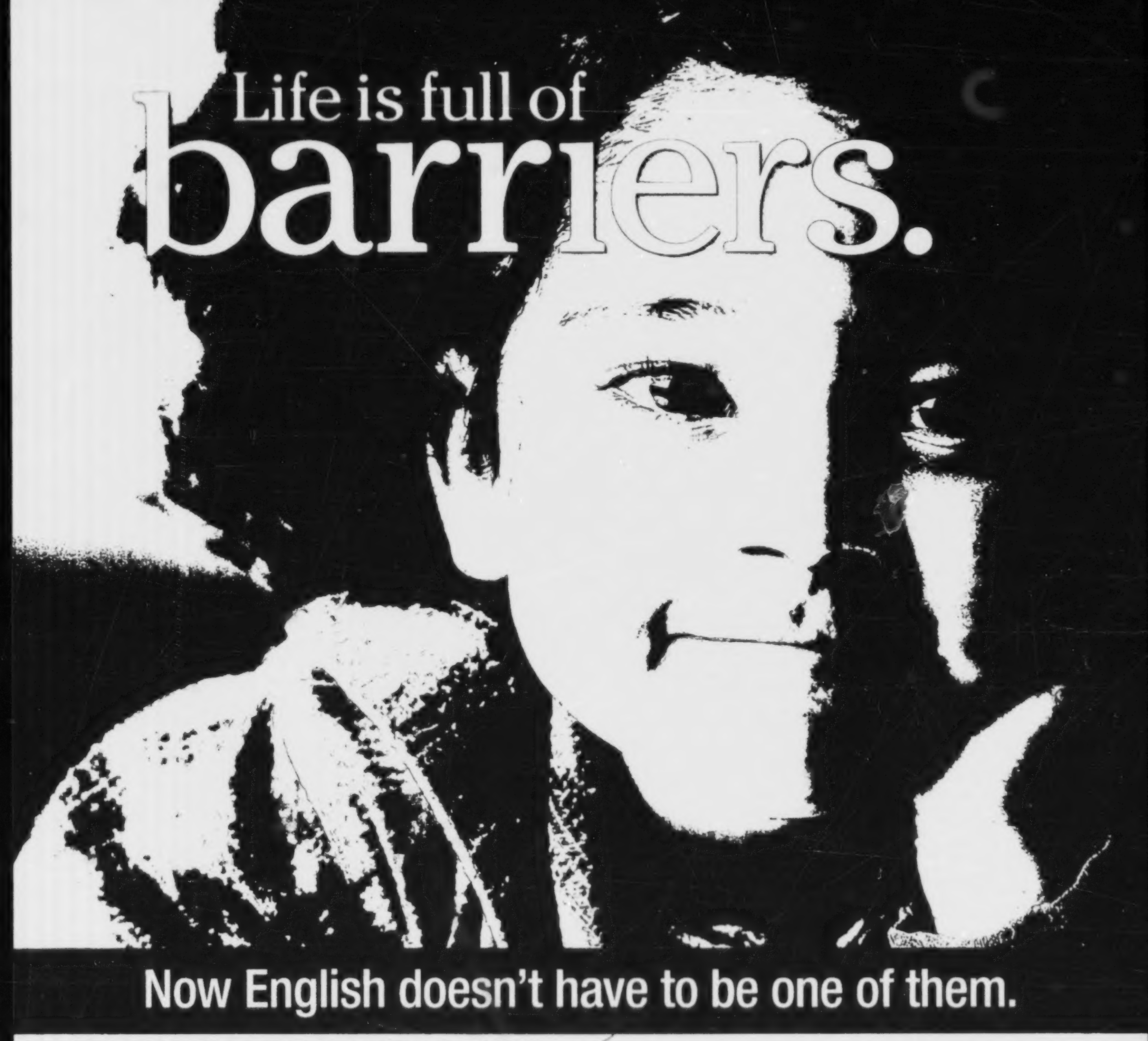
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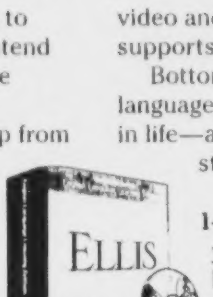

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August 2002 Volume 1, No. 12 (ALR Volume 6, No. 8)

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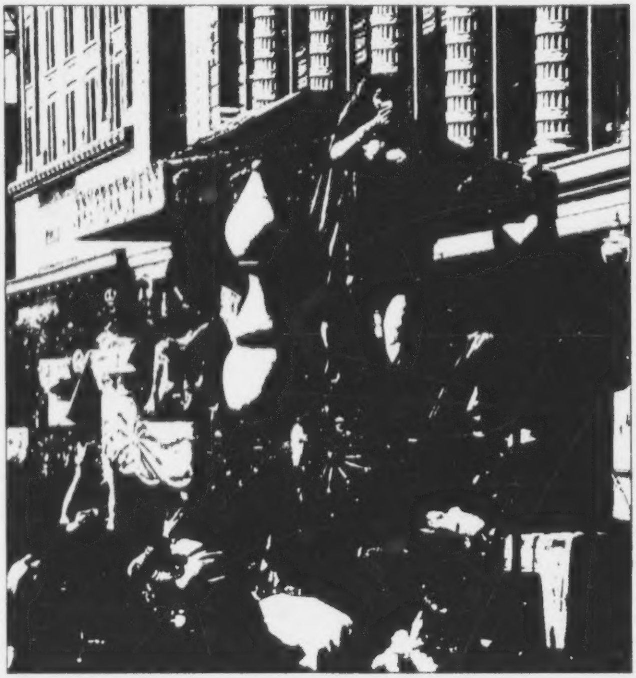

An exotic float moves down Canal Street in the Rex Parade at the New Orleans Mardi Gras. PHOTO: Louisiana Office of Tourism.

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ON THE COVER: New Orleans is famous for its annual Mardi Gras and lavish costumes. PHOTO: Louisiana Office of Tourism.

Economical Language

GLOBALIZATION is seen by some to be the terminator of cultural diversity and self-determination, while others regard it merely as a meaningless catchphrase.

Yet the global interdependence of the world's economies can not be refuted. As Wall Street took a battering last month, every single stock exchange in the world felt the bruises. It is not just a case of America sneezing and the world catching a cold— money does not recognize national frontiers and has no respect for history. The pace with which new markets are emerging and others decline is increasing—one of the reasons why President Bush was so eager to push through legislation allowing him to authorize new trade agreements without having to wait for Congressional approval.

The key to success in today's economy is flexibility, but that requires knowledge and preparation. How can you expect to take advantage of opportunities in a new market without knowing about its people and their culture? And the most effective means of acquiring that knowledge is to speak their language. Language is the gateway to the mentality and culture of a society. Linguistic references and phrases reveal so much more about attitudes than any economic report and communicating with new partners in their mother tongue fosters bonding and trust.

Despite virtually unanimous agreement that foreign language skills are essential for success in the modern economy, they are not considered an educational priority in this country. Only 34 percent of high school students enroll on a foreign language course, whereas in Europe the figure is well over 90 percent. Even more worrying is the neglect of the country's existing linguistic resources that were created through immigration. In the race to integrate immigrant populations, very little is done to preserve and make use of valuable linguistic assets. Recognizing the value of "heritage languages" and sharing them across different communities is not just sound economic policy, it makes sense on a social level, as it increases the self-esteem of speakers of languages other than English by enabling them to contribute to the education of others.

In the absence of a clear policy to promote the education and preservation of foreign languages America is disadvantaging itself and wasting a national resource as real as oil. The established business maxims of knowing your market, knowing your partners and knowing your competitors are as relevant today as ever, but in the global economy they are only achievable through knowledge of languages. The acquisition of English should undoubtedly be the priority for educators, not only because English is the predominant language of the U.S., but also due to its importance in international commerce. However, the goal should be to encourage English language acquisition as well as the learning and preservation of world language skills.

The world is becoming a very small place. To coexist successfully and securely, we need to communicate in more than one language. Lessons learned from Europe during recent years show that economic integration with linguistic and cultural understanding can lead to prosperity and overcome historical rivalries. America's immigration policy has afforded the nation with a strategic advantage over Europe, and now is the time to recognize this resource. Let's encourage the sharing of our heritage languages to create a truly multilingual society which trades fairly with nations across the world, thus earning the respect and friendship it deserves. ■

Daniel Ward, Consultant Editor

Language magazine

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Language Magazine **(ISSN 1537-7350) is an editorially independent publication of Language Media, LLC. Opinions expressed by contributors and/or advertisers in *Language Magazine* do not necessarily reflect the views of the Publishers nor the Distributor.**

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Language Magazine (ISSN 1537-7350) is published monthly for $24.95 per year (US/Canada) and $59.95 (Overseas) by Language Media LLC, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069. Application to mail at Periodicals Postage Rates is pending at Los Angeles, CA. POSTMASTER: Send address changes to *LANGUAGE MAGAZINE*, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069.

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Navajo-Irish Relations?

I was interested to read in David Kaufman's article "Talking on the Wind" (*Language Magazine*, July 2002), that the Navajo people prefer to be known as "dine". How is this pronounced? It seems similar to the Irish "daoine" (pronounced "dee-nee") which means the same thing.

I would be glad if you could send me more information.
Thank you.

Ruth Lysaght
School of Business and Languages
Institute of Technology, Blanchardstown
Dublin 15
Ireland

David Kaufman writes: The word is pronounced more or less DIH-nay. Interesting that it should be so close to the Irish word. I doubt, however, that there is any connection, since Irish is of the Indo-European family of languages while Navajo is Athabaskan.

I suspect it is one of those linguistic accidents such as an Australian aboriginal language having an identical word with the same meaning to the English "dog," or Greek (Indo-European) and Maori (Polynesian) sharing similar-sounding words for "eye", e.g., "mati" and "mata", respectively. Interestingly, most Native American languages use their own native word for "person" or "people" to refer to themselves, such as in Navajo.

The use of the Navajo language by the Windtalkers is a fascinating topic. It was a pity that in the movie, the Navajos don't speak in code that often. You do hear them communicating in their language over the radio (they used English subtitles here), but there's no decisive moment when you actually hear the code making a difference to the story.

Tom Woronzow
Buffalo, New York

Need for Bilingualism

Proficiency in more than one language has become essential if we Americans want to progress globally. In the wake of the current emphasis on language learning, I was delighted to find out that there was a magazine dedicated to this topic.

It is good to see that *Language Magazine* covers the teaching not only of English but of other languages like Spanish too. We need to be bilingual so we can accommodate non-English speaking residents.
Sincerely,

Sarah Pearce
Decatur, Illinois

Air Canada Complaint

In the April 2002 issue of *Language Magazine*, you reported the case of a man who was suing Air Canada because they refused to speak to him in French.

You may be interested to know that the federal government here is refusing to take any action about this scandalous incident. Under Canadian law, Air Canada must provide bilingual services when the demand for the minority language represents more than five per cent of the traffic.

Air Canada does not want to spend any money on language training and the government will not force it to take action.
Yours truly,

Therese Benoit
Quebec City, QC, Canada

War of Words

Steven Donahue's article "Fighting a Wordly Battle" (*Language Magazine*, July 2002) was interesting in the fact that we are not so tunnel-visioned to think that we can win the war on terrorism simply by trying to blow up our enemies. I think it is extremely important for our military, and us as a nation, to embrace the idea that understanding the language of, and to some extent, the culture of those nations bent on destroying us, is of the utmost importance if we are to prevail in this conflict with the least loss of life.

Sally Archer,
Washington, D.C.

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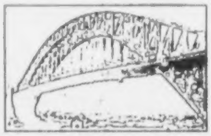

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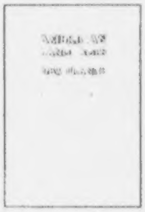

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Unz Remarks Fuel Controversy

THE DEBATE OVER bilingual education has turned ugly after California businessman-turned-Republican politician Ron Unz claimed that U.S. Education Secretary Rod Paige was "widely regarded as the dimmest member of the Bush Cabinet."

Unz created the controversy when he sent an email to journalists saying that "Paige, a black former football coach, is believed to have obtained his job largely due to George W. Bush's intense support for 'Affirmative Access.'" His remarks followed Paige's comments in favor of bilingual education.

Paige was in Denver to talk about No Child Left Behind, President Bush's wide-ranging education law. Paige said that he believed government officials could do a lot to encourage best practice in education, but that they should not interfere too much in educational matters. Although the Bush initiative takes no position on bilingual education as opposed to immersion programs, it says English learners must be tested in English within three years.

According to Paige, local educators should be able to pick the method they think works best to teach English to immigrant children. "Whether or not it is advisable to completely shut the door on native-language instruction is a decision that has to be made at the point of instruction," Paige said.

"I disagree with him," said Rita Montero, a former Denver school board member who is sponsoring a ballot measure, dubbed English for the Children, which would remove that choice from local schools and districts. The proposal, which goes before Colorado voters in November, would create a state constitutional amendment forcing schools to put most English learners in one-year immersion courses rather than introduce them to English gradually, using native-language support, as many do now.

"Instruction in native language has proven to be a failure. Paige ought to get on the right page," Montero said.

Secretary Rod Paige

Politician Ron Unz

In Massachusetts, opponents of a ballot measure similar to the one in Colorado were quick to seize on Unz's reference to Paige's race and the hostile tone of the message to support their contention that his views on bilingual education are motivated by insensitivity to minorities. State Representative Peter J. Larkin; the House chairman of the Education Committee, said, "It is unfortunate that the specter of race was involved because education should be colorblind."

Supporters of the Unz initiative in Massachusetts distanced themselves from his remarks.

"All I can say is Ron's comments do not reflect my views and the views of our campaign," said Lincoln Tamayo, who heads Unz's effort in the Bay State to overhaul bilingual education. "We do definitely disagree with Mr. Paige, but that is irrelevant to whether he is white or black or green." ■

Wisconsin County Approves Official English

IMMIGRANT GROUPS in Wisconsin have asked a county chief executive to veto a resolution adopted by the Brown County Board of Supervisors affirming English as the official language for county government despite growing immigration of non-English speakers.

A modified version of the resolution passed 16-9 in July but was opposed by County Executive Nancy Nusbaum, who said she would not sign it and would consider exercising her first veto.

Previous versions of the resolution called for making English the official language of county government.

Brown County has a growing population of Asian and other immigrants including many who speak little or no English.

"It changes nothing about the way we operate but it does send a message and that message is painful," Nusbaum said.

The *Milwaukee Journal Sentinel* said the resolution was intended only to cover official government documents like birth certificates or ballots but the measure that passed does not specify that and opponents accused the all-white supervisors of racism.

Supporters said the resolution would save money by not requiring public documents to be printed in many languages. Federal and state laws require use of other languages in emergencies involving health or law enforcement and the resolution urged government to fund English classes for immigrants.

"I think it will hurt people more than help," Nhiacha Yang, president of the Hmong Community Center in Green Bay said.

Brown County is the fourth Wisconsin county to pass an English-only resolution this year and about one-third of the state's 72 counties have enacted similar resolutions. ■

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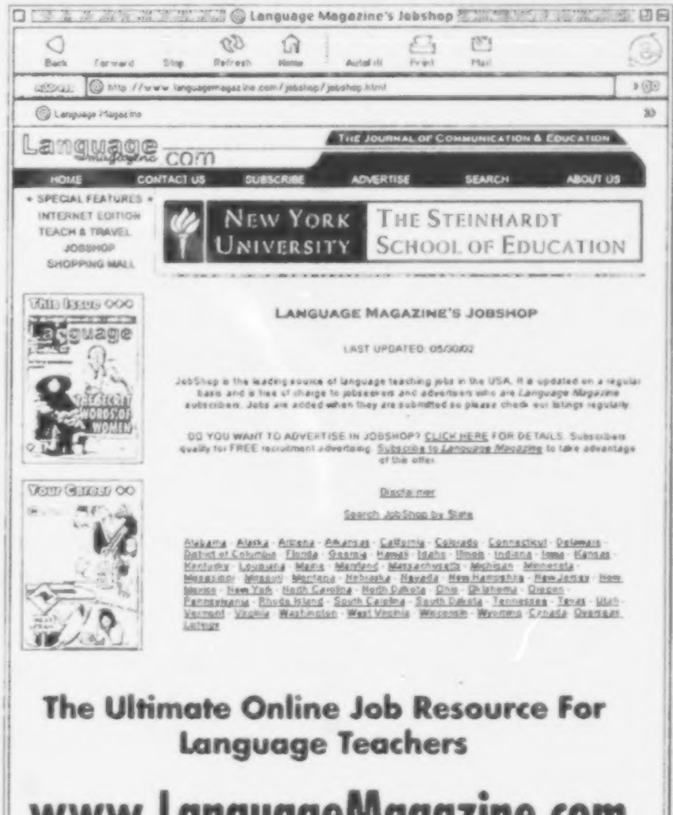
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Deciphering Dyslexia

THE RESULTS of a new study raise the possibility that dyslexia is caused by difficulties in perceiving the rhythm in sounds.

People with dyslexia, despite normal intelligence and vision, have difficulty reading, writing and spelling. The exact cause is uncertain, although a person's genes are thought to play a role.

The report's main author, Dr. Usha Goswami of University College London, said "We have known for a long time that dyslexic children have subtle spoken language problems." For instance, dyslexic children have a hard time with rhyming exercises and may mix up the first letters of words, changing Bob Dylan to Dob Bylan, she explained.

Researchers know that these and other difficulties predict how well a child will learn to read and spell across a variety of languages, Goswami said. "But what we haven't been able to find is the perceptual problem underlying these difficulties," she added.

Previous studies have shown that even before children start school, their ability to "segment" syllables at the vowel—such as "sw-eet" and "str-eet"—predicts their ability to learn to read and write, even in languages that do not use an alphabet, such as Chinese.

In the new study, Goswami and her colleagues used a test that measures the ability to perceive rhythms in non-speech sounds. They compared dyslexic children with a group of children the same age who did not have reading problems. The researchers also tested a group of children who learned to read at an early age and compared them with same-aged children who had not yet learned to read.

Compared with children who did not have reading problems, dyslexic kids were less sensitive to rhythms in sound, the authors report in the advance online edition of the journal *Proceedings of the National Academy of Sciences*. Children who started to read early were better at picking up rhythms in sounds than those who had not yet learned to read.

Past research has focused on the troubles dyslexic children have in breaking down words into segments or "phonemes" as they learn to read. But since the new study found that dyslexic children had difficulties hearing the rhythm in sounds that were not words, the findings suggest that dyslexia may involve a more basic problem with perceiving sounds than previously thought, according to Goswami.

In children with dyslexia, "something is wrong with the perceptual mechanisms underpinning language acquisition long before reading is taught," she explained. "However, there is no simple test available to diagnose this."

If the key problem behind dyslexia turns out to be difficulty perceiving the rhythm in sounds, it may be possible to develop a test that could identify children at risk for dyslexia. Since children's language abilities are still forming until around age eight, such a test "would enable very early language-based intervention that could potentially be very powerful" Goswami said.

Goswami and her colleagues are now working to reproduce the study in 10 other countries. She said that if a problem with perceiving rhythms is indeed the basic deficit of dyslexia, then it should be related to reading and spelling abilities in other languages, at least in those that have consonant-vowel syllable structures. ■

China Commissions New English Test

EDUCATIONAL TESTING SERVICE (ETS) and Beijing Topeak International Education Investment Co. Ltd. will create a new test of practical English designed for use throughout China. China State Economic and Trade Commission (SETC) will embrace the newly designed test as a standard for English language as part of a broad training initiative. This will be the first standardized test of practical English in China designed especially for Chinese businesses.

It will include components for listening, speaking, reading and writing. The test is being designed to be representative of global measurement standards whilst being appropriate for the majority of Chinese business professionals. ETS will retain the copyright on the test and Topeak will serve as its exclusive distributor for China.

The test will be implemented in two stages: It will be promoted and used in Chinese business circles in the first stage and then it will be used in economic management academies and training centers in the second stage. "With China's entry into the World Trade Organization, and the 2008 Olympics on the horizon, the Chinese government has challenged millions of key industry managers and workers to become proficient in English," explains ETS president and CEO Kurt Landgraf. "The SETC is one of the largest and most powerful ministries shaping the Chinese economy and they, along with Beijing Topeak International Education Investment Co., selected ETS because of its reputation among Chinese companies as a global provider of high-quality assessments."

"Since China's WTO entry, competition for talent has intensified, and the Chinese government and enterprises will emphasize vocational training, particularly English language training," said Wu Yongke, director-general, training department of China's State Economic and Trade Commission (SETC). "As the ministry that is managing enterprise training nationwide, SETC hopes to improve English language proficiency through such training programs, especially in practical English of staff and managers. We therefore need to have a high-standard English language proficiency test that will fit Chinese civil servants and company managers. The newly created standard shall be authoritative, internationally recognized, and more efficient in helping Chinese professionals improve their ability to communicate in English. These conditions are vital for success. This is why we greatly support the collaboration between Topeak and ETS." ■

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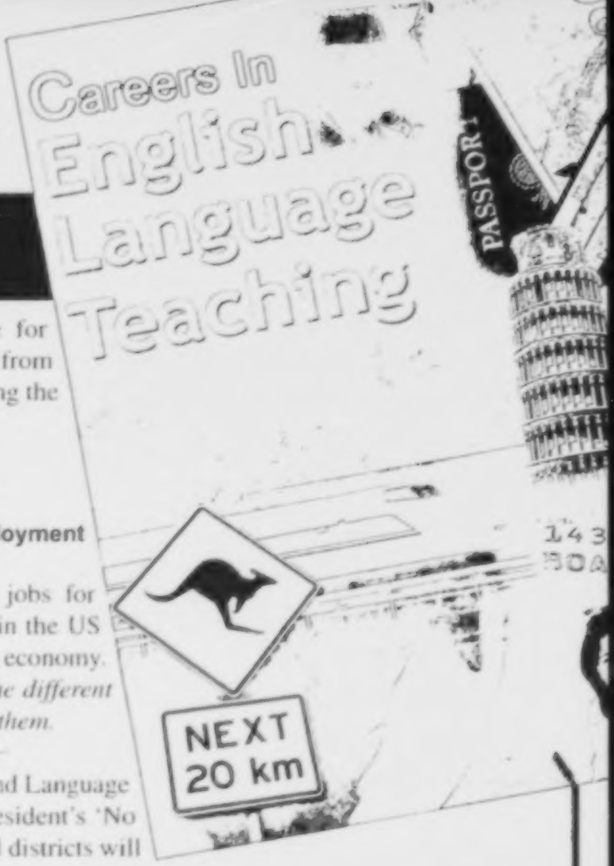

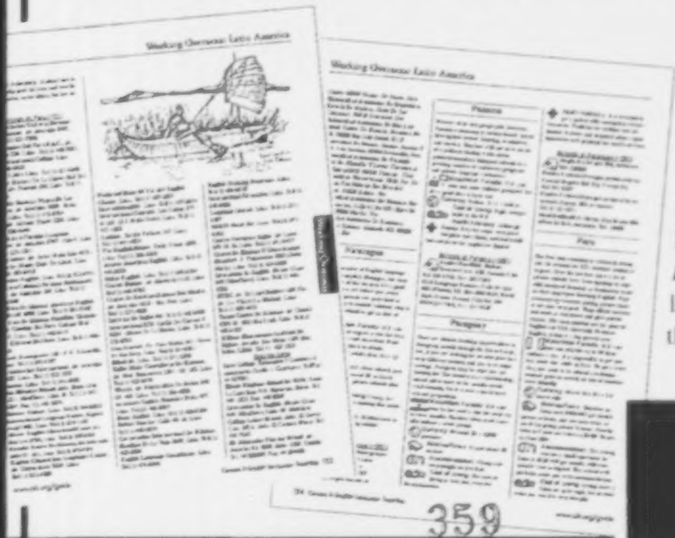

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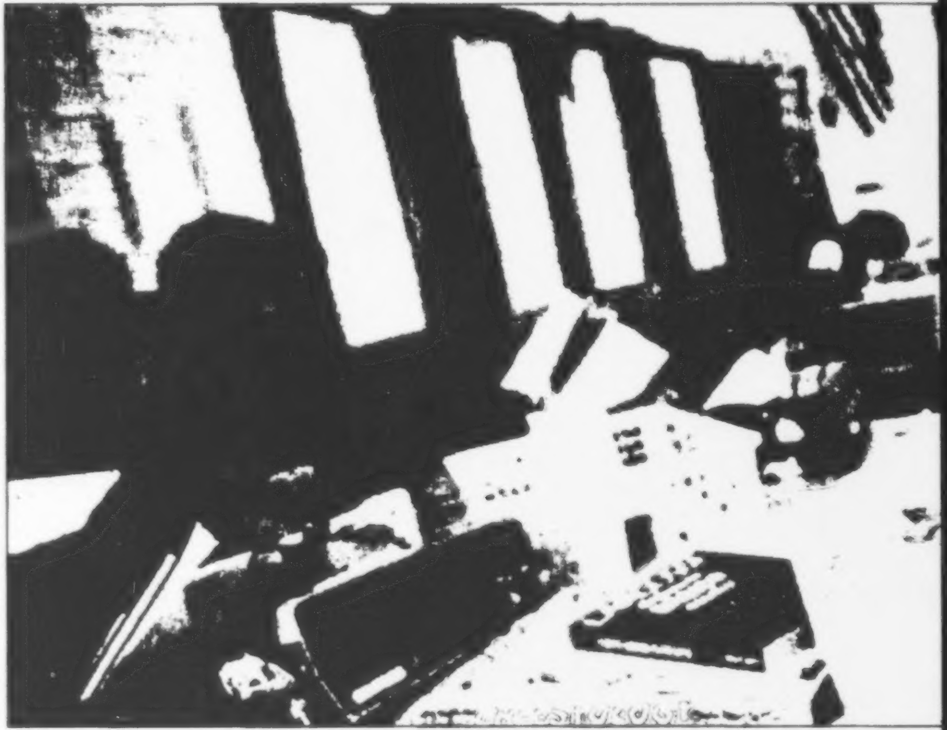

Award-winning educator, **David R. Williams**, offers teachers of world languages a blueprint for success.

Many language educators are creative, innovative, dynamic individuals who are devoted to this noble profession. However, it does demand dedication and creativity to spark real life learning among numerous individuals enrolled in language study. Think of it as referring to the five C's, the national goals for world languages instruction established in the 1996 publication, *Standards for World Languages Learning*:

- Connections—furthering one's knowledge of other disciplines,
- Communication—listening, speaking, reading, writing,
- Communities—using the language within and beyond the school setting,
- Cultures—understanding self and those around you,
- Comparisons—comparing aspects of the language with one's own knowledge.

Implement and Model National Standards for World Languages Learning

Every world languages educator can continue to respond to the recommendations listed above consistently, instinctively, and thoughtfully. We must recognize that all language learners need strong language fundamentals, but also know that individuals need time to practice vocabulary through speaking and writing; make cultural links to their heritage and to peers around the world; apply their growing knowledge of world languages through art, music, dance and other learning preferences; and just have fun. We can serve as instructional leaders in implementing, coordinating, and overseeing world languages curriculum thus demonstrating expertise in teaching for our colleagues in other content areas.

Collaborate, Articulate, Work as a Team

No matter what the language, the level of instruction, or the individual institution, many of us know that each day something new must be presented, assessed and spiraled. Another key factor is the reentry of previously taught content and skills. We need to remind ourselves that an innovative approach to facilitating instruction results in activities that go beyond the mere presentation of content. The teaching of world languages is not an isolated endeavor. It is disciplinary as well as interdisciplinary. It is also a collaborative effort among language educators working together in our various departments and education systems.

Clearly, collaboration is more than simply sharing instructional strategies and materials. It is also more than sharing ideas in a department meeting. It is really working as a team. We all know that when individuals are participants in learning experiences presented in a team format it shapes direction for the varied applications for individual learning. One is able to see uniformity and continuity within instruction from one facilitator to another. The strategies used are mapped out for facilitators and the outcomes for learners. From time to time we must come together and have dialogues to discuss and indicate where each may be within instructional maps that may have been designed collaboratively. Higher level education institutions need to articulate with elementary and middle level educators to ensure preparation and achievement for continued language study. Area high schools that feed into local colleges can also benefit from this type of communication. It is a vertical process not a horizontal one.

Design a Blueprint for Achievement and Progress

"No language learner left behind" needs to be the motto of every world languages educator. We simply need to continue to raise standards when it comes to achievement.

Assessing what is being learned on a regular and daily basis through listening, speaking, reading and writing is extremely vital. As world languages educators it is crucial to give various types of exams which emphasize local, state, and national assessment standards.

er Left Behind

> "We need to remind ourselves that an innovative approach to facilitating instruction results in activities that go beyond the mere presentation of content. The teaching of world languages is not an isolated endeavor."

Mid-term exams, final exams, and advanced placement exams are just a few that we all implement. We must continue to ask ourselves some key questions. Did students meet the objectives? Where was there evidence of learning? What did the students learn today? How do I know? Once we know the answers to these key questions or others, we can then monitor and assess student achievement and participation outcomes using appropriate data collection and analysis.

Work with Information Technology

An important development in the field of teaching world languages over the past few years has been the increase in opportunities for educators to broaden their knowledge, understanding and expertise using technology. Integrating technology effectively as an instructional strategy is crucial and something that we all continue to learn, even if students are teaching us. Yes, we can and are ever learning from our students. Learning is something we can all do together. The key words here are "effectively" and "accessibility". No matter what program we decide to use, the integration must be productive. The point is not merely to engage learners for extended periods of time. The product can also be assessed using appropriate scoring tools. This sends the message to language learners that the use of technology is taken very seriously.

Improve Reading Skills

Being able to respond appropriately to reading stance questions is paramount in any content. Many of us have designed, developed, and implemented numerous activities in this area. Again, we must continue to refine them, creating new and better ones based on previous models. Every world languages educator can develop one or two different types of questions for readings already presented within the curriculum. Assessing the quality of students' responses is very important in this area as well. A scoring tool is always helpful as is the guidance, assistance, and support of a reading specialist at your workplace. We are all aware of this trend and we are all being held accountable to integrate effective reading strategies in instruction. We are doing just that, but we must also be sure students are doing their part and their best.

Partner with the Community

Increasingly, our educational institutions are becoming the focal points for community activities. Whether for building use by children's groups, scouts, exercise programs, recreational activities, or meetings, the public enters the buildings where learning takes place. As language educators, this is an opportunity to make language learning visible using showcases, signs, banners, student projects, murals, and so on. Invite local businesses to share in the learning process. Make them an integral part of daily instruction. Invite internationals and native speakers to your learning environment. Allow them to participate using their native language to encourage your language learners. Do this as much as you can to boost the confidence of your students in using the language they are studying. If the need arises for financial assistance to improve instruction, the community will then have an ongoing relationship with what they have seen, heard, or experienced. Make it a practice to invite the community to day or evening student activities. ■

David R. Williams, who was named the nation's outstanding World Languages/ESL educator at the 1996 Disney's American Teacher Awards, teaches Spanish and French at Dumbarton Middle School, a National Blue Ribbon Award Winner, in Towson, Maryland. You can contact him at dwilliams3@bcps.org

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Creating Flourishing Language Communities

Monica Szurmuk and **Doris Baker** describe how they are bringing together students in a university language program with speakers of languages other than English in the local area.

Foreign language departments have struggled for some time with two seemingly unconnected problems: first, providing students with opportunities to practice the target language, and second, persuading foreign language majors that there are plenty of job possibilities after graduation. The first problem is often approached with the creation of study-abroad programs, the second with suggestions of combining a foreign-language major with a "practical" major such as business, or public policy. While these are worthwhile techniques in both advising and major-design, an internship opportunity for both foreign language practice and exposure to work possibilities is much closer, and less expensive. In addition, it connects the university with the larger community.

The experience we will report here is being carried out at the University of Oregon, a public research institution in Lane County, Oregon. The University is located in the city of Eugene, which with neighboring Springfield makes up a conglomerate of about 180,000 people. Although the population is overwhelmingly white, the Latino population of the Valley has been increasing rapidly.

"Since the demand both for interns on the part of organizations, and of opportunities for internships by students grew, we started a two-credit class to open up this choice to all our Spanish and French majors."

At this time, Latinos represent 4.6% of the inhabitants of Lane County, and 8% of the statewide population. Latinos in Lane County tend to be younger as a whole than the white population; therefore their presence in public schools has grown in the last ten years. While in 1980 there were only four Latino students in the Springfield schools, there are now 869. In Eugene, the Latino presence is less spectacular but still noteworthy: there are now 270 Latinos in the public schools.

Spanish is the most popular foreign language at the University of Oregon, and the Department of Romance Languages has several education abroad programs that give students the chance to have first-hand experience in the language.

We noticed however that many of our students were choosing Spanish as a major in order to embark on careers in public service and teaching, yet most of the training they were getting was in close reading of texts. Although many of them participated in programs abroad, they were looking for a chance to keep practicing the language once they were back on campus, and also to test the waters for professional possibilities after graduation.

We first started a small internship in the context of Latino Literature course at the upper-division level. As a requirement for the class, students had to work with Latinos in either a public school, or a grassroots or service organization for a total of ten hours. We placed them in schools, in human rights organizations, and in several community agencies. Most students enjoyed the experience, and found it useful in terms of getting some first-hand professional experience.

Several of the students kept working at these organizations after completing the course, and some of them were hired to work full time after graduation. The community partners that hosted them congratulated us on the program, and made us aware of the urgent need for bilingual professionals in the community at large.

Since the demand both for interns on the part of organizations, and of opportunities for internships by students grew, we started a two-credit class to open up this choice to all our Spanish and French majors. In the two years the program has been running, more than two hundred Spanish and French majors have participated in it. The program has an ideological as much as a practical justification. We firmly believe that the University as an institution has a responsibility to the community at large, and that college students need to become aware of this responsibility.

We were fortunate to have a model already in place at the University of Oregon where internship programs that connect stu-

continued p.18

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> "We believe that the collaboration of college students studying Spanish in the public school system has become essential because college students can work individually with kids that are having trouble understanding specific subjects."

from p.17

dents to the community and to their future place of work have existed for many years as "Participatory Learning Experiences (PLE's)." We decided to take advantage of the expertise available in the program, the chance to be listed as a PLE in their literature, and also to use some of the materials they developed.

For example, we adopted the model contract that the University of Oregon PLE office developed, and have used it with some modifications to guarantee that the three parties participating in the program—University faculty, community partners, and University students—state both their desires and their needs. All parts can rescind or reevaluate the contract at any step if they are not satisfied (see box right).

In addition, we believe that the collaboration of college students studying Spanish in the public school system has become essential because college students can work individually with kids that are having trouble understanding specific subjects. Furthermore, college students can become mentors for their Latino counterparts. "Many times the reason why some of our students come to class is because they know they are going to see and talk to their college friends," said a counselor at Kelly Middle School.

The sentiment of UO students participating in the program is summarized by the words of Spanish major, Megan A who said, "I walked through the door of Room 17 that first day full of anxiety and insecurity. I left nine weeks later knowing that there is no place else I would rather have been." ■

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Monica Szurmuk is an associate professor in the Department of Romance Languages, at the University of Oregon, and a research fellow at the Instituto Mora in Mexico City. Doris Baker is a Spanish senior instructor and the PLE supervisor in the Department of Romance Languages at the University of Oregon.

Appendix A: PLE Contract

UNIVERSITY OF OREGON
Department of Romance Languages
Participatory Learning Experience Agreement

STUDENT INFORMATION

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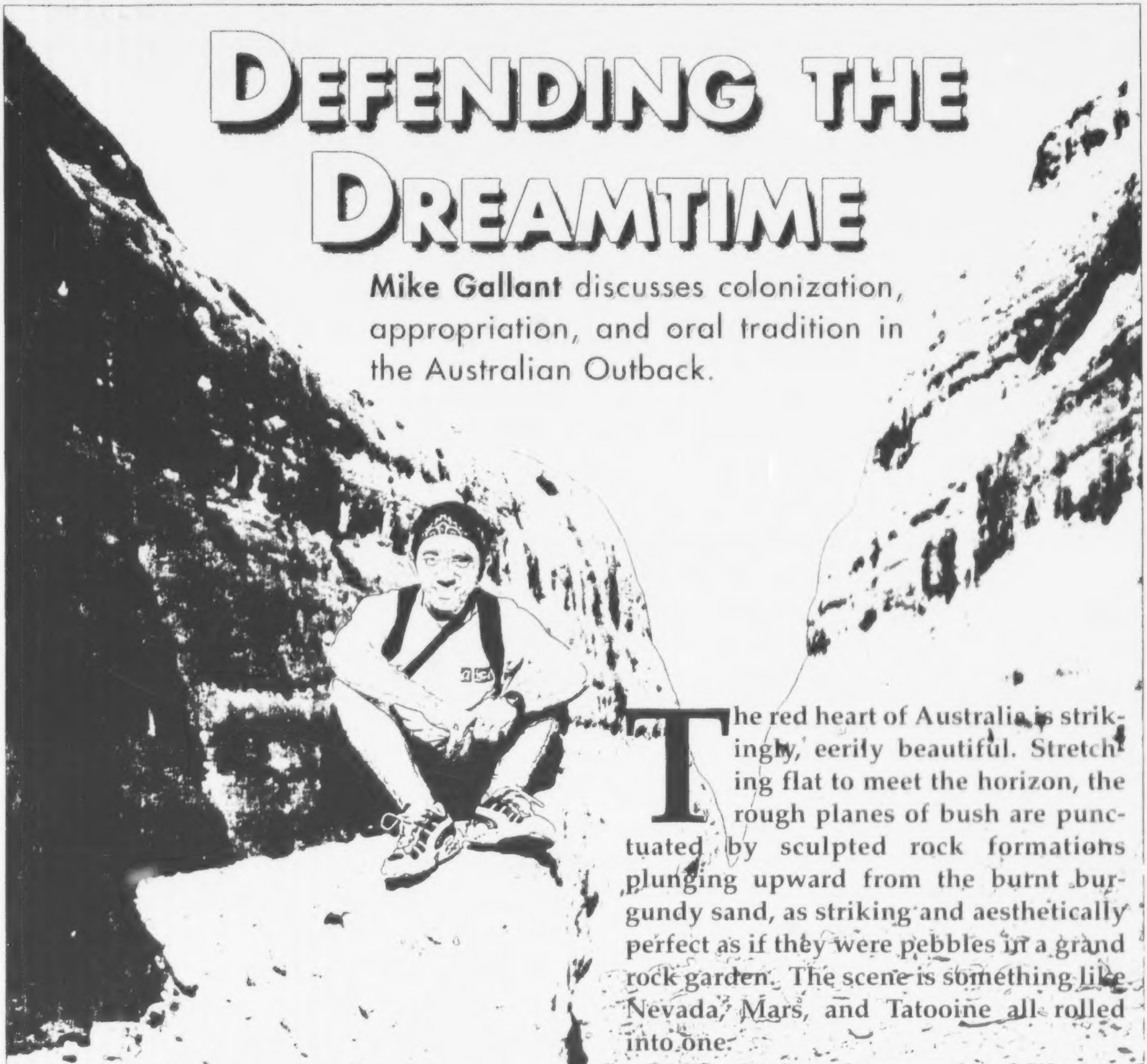

DEFENDING THE DREAMTIME

Mike Gallant discusses colonization, appropriation, and oral tradition in the Australian Outback.

The red heart of Australia is strikingly, eerily beautiful. Stretching flat to meet the horizon, the rough planes of bush are punctuated by sculpted rock formations plunging upward from the burnt burgundy sand, as striking and aesthetically perfect as if they were pebbles in a grand rock garden. The scene is something like Nevada, Mars, and Tatooine all rolled into one.

Alice Springs is an oasis of Western community in the Red Center, a small city that began life as an isolated telegraph station in the late 19th century. The community has seen first-hand the messy results of inter-cultural collision.

Colonization has taken its toll on Australia and its indigenous peoples, and nowhere is this more evident than Alice. Aborigines lying comatose along

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the main streets, others begging for money, others shielded from the tourist view by the concrete walls of the city prison: all of these point to an undercurrent of inter-ethnic dissonance that resonates throughout Central Australia.

This dissonance was the reason behind my presence in the Australian desert. I was studying at Melbourne University and one of my anthropology subjects called for travel and fieldwork in Alice Springs. We had a full schedule of meetings with tribal elders and historians, administrators and artists; our first-hand engagement of the city and its ghosts was to help us understand how things got to be the way they were, to help us define the explosion that echoes all too loudly in the streets of Alice.

According to historian Dick Kimber, the cause is straightforward enough. The scholar and Walpri tribal elder explained to me how Aborigine and Western tradition are fundamentally different, more so than most people understand. Sitting across the table from me outside the Oasis Motel in Alice, he held up his hands and meshed them together, weaving the fingers tightly in amongst each other.

"This is how Europeans think it is," he said. He pulled his hands apart so the fingertips were now barely overlapping.

"This is how it really is."

It made sense. When two completely independent, idiosyncratic world views are forced together, why should they have anything in common? Similarly, if the two are highly incompatible, how could the weaker (militarily, that is) have any chance of survival? In Central Australia, it seemed that the evidence was overwhelming: alcoholism, poverty, deaths in custody, and an Aboriginal population decimated by disease and massacre. From the sad state of affairs all too visible in Alice Springs, permanent marginalization of the Australian Aboriginal population seemed a safe, if sickening, bet.

The more I learned about Aboriginal culture, however, the more I came to question my first impressions. In the course of my fieldwork, I learned about key features of Aboriginal culture that might counter this destiny, unique factors that could help Australia's indigenous culture escape the fate of so many others around the world. The key to countering post-colonial assimilation? Oral tradition.

What is Oral Tradition?

Oral tradition functions on several levels. According to Philip Morrissey, professor for Aboriginal Cultural Studies at Melbourne University, oral tradition can be divided into the everyday and the profane. Everyday oral tradition exists in almost any community and consists of the conversations between friends, families, and the like. Inevitably, information about the past is transmitted through such conversation, whether it is a story about someone's grandfather or a casual reference to something that happened the year before. It was only after spending time in Central Australia that I realized the importance of such discourse, the value of

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such everyday, nothing interaction in shaping our perception of the world. One particular encounter (or argument, as the case may be) in Alice Springs brought this to light.

Everyday Orality: Dick and Me

I sat in the conference room at the Oasis with the other Melbourne University students and waited for the lecture to begin. The topic was genocide and I could tell that no one was looking forward to it much. The lectures, the traveling, the conversations and beauty and utter weirdness of the entire trip had taken its toll on our group; if we could only make it through the final presentation of the day, everything would be fine. "Fine" would mean alcohol or bed, depending on whom you asked, but we were all looking forward to one or the other. Bed was definitely top on my agenda.

Once the lecture started, however, things changed. Dick Kimber, our lecturer for the evening, spoke about generations of massacres that the white settlers of Central Australia had inflicted on the Arunda Aborigines, the dozens of Arunda men that had been taken into the desert and shot because they were less than human or didn't have souls, because one of their people had killed a white man or a white man had gotten a cold and was just angry and wanted to take it out on someone. It was eerie: some of the massacres happened less than a century ago, some less than a kilometer away.

But there were no ghosts in the room, just the muted echoes of '80's dance music throbbing through the wall from the pub next door. Kimber paused in his speech and we all heard strains of *Stand by your Man* leak through the thin partition behind us.

Something was troubling me about Kimber's presentation. He was obviously a well-informed man, a Walpri tribal elder and historian, but there was still something wrong. He had mentioned that, in his research on some of the massacres, he had had trouble because the "white folks" who may have been involved communicated in codes through telegraphs, exaggerated or altered stories for their mates, and didn't write exact figures down. So little was known. Why then hadn't he asked the Arunda people themselves? As the community directly victimized, it seemed that they would have some collective memory of the events.

I brought up my point and argued it well (or so I thought) but Kimber disagreed. The nature of Arunda oral history, Kimber said, made it extremely difficult to extract any sort of reliable account of the massacres. He gave me several good explanations for how the collective memory of such an event could fade in such a relatively short period of time:

First off, the Arunda have no written history. All knowledge is passed on orally, allowing different accounts to be altered or colored with each telling. After the death of an Arunda man, a widow would most likely remarry; if she remarried into a different tribe, she would relinquish her old history

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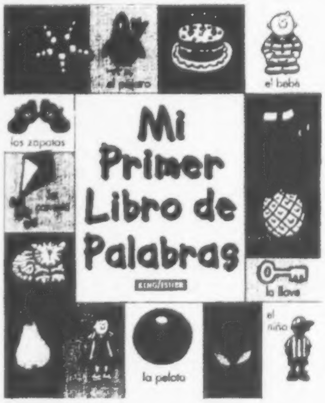

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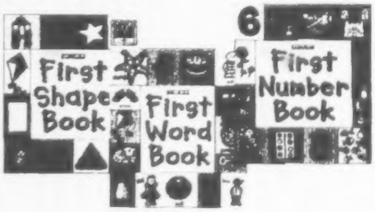

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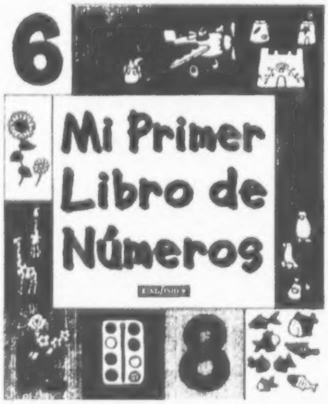

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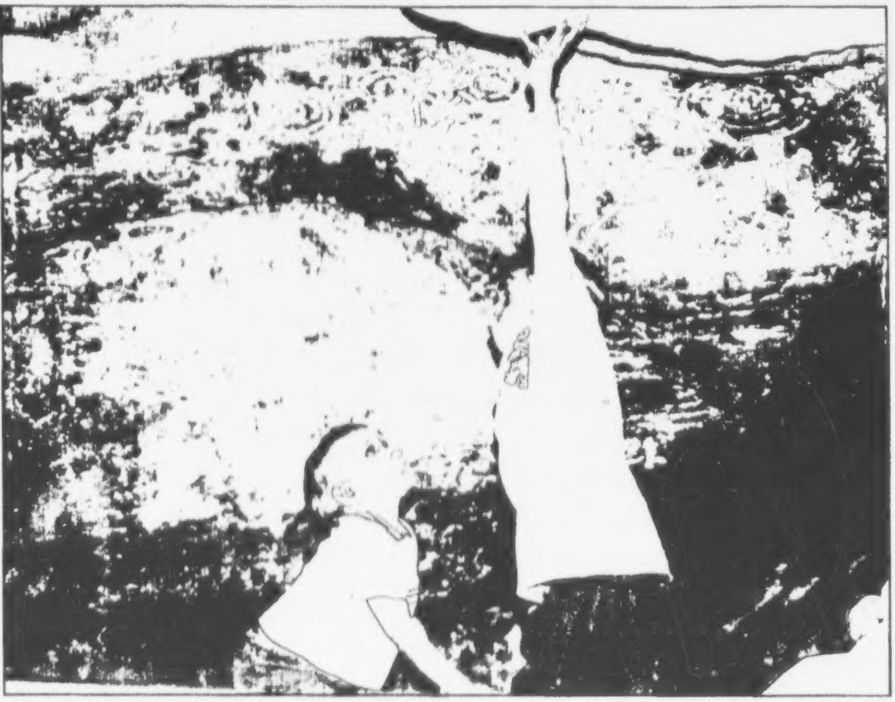
for that of her new husband and community. Similarly, if an Arunda becomes Christian, his/her old history would be forgotten. Also after a death, the name of the deceased is not spoken. The dead are relinquished of all ties with the living world so that they may rest in peace. Finally, the Arunda are a relatively small group and thus there is a limited collective memory, a finite amount of brainpower devoted to preserving knowledge.

Kimber had me convinced. Given these qualities of Arunda culture, the disappearance of historical massacres points to a fluidity, an adaptability that makes Aboriginal oral history resilient. Instead of carrying on such massacres as scars, old wounds that could fester into bloody and ultimately self-destructive hatred, the Arunda oral tradition has allowed the community to move on. Thus, instead of fixating on age-old vendettas, bound by bitterness and resentment, Arunda society can allow its old wounds can heal.



Secret Orality: Dreamtime and Resistance

The flavor of everyday oral tradition used by Aborigines is quite interesting, but not so unique as their sacred oral tradition, the Dreaming. Inherently tied to the land, individualized mystical Dreamtime tales coexist with everyday life as another level of reality. Dreamtime stories can be complex creation sagas involving warring gods and magical curses or, as Kimber told me, stories can be short and simple: "Goana [a Dreamtime spirit] eats something, spits it back up, and that's your rock formation."

One of the key aspects of Dreamtime stories is, like everyday oral tradition, flexibility. Early anthropologists studying Aboriginal culture noted a sense of adaptability in sacred ceremonies and traditions; as Sir Baldwin Spencer writes in the anachronistically-titled *The Arunta: A Study of a Stone Age People*, traditions and ceremonies could be influenced by male tribal elders.

The fluidity observed by Spencer manifests itself in many ways, responding to new influences and incorporating them while maintaining the integrity and individuality of the oral tradition itself. In one particular series of Dreaming drawings, traditional Dream-spirits fly airplanes powered not by engines, but by sacred relics. In another set of Dreamtime stories, spirits travel by car, hunt with rifles, and grow magical weeds capable of infecting syphilis and leprosy. Even more telling is the Western-style division of labor that oversees these spirits' traditions: "clerks," "mailmen," and "police-boys" all make an appearance.

By defining traditional spirits in Western terms, these stories demonstrate a remarkable mutability and resilience on the part of Aboriginal culture; to incorporate a colonizer's culture and use it to strengthen and innovate one's own is no small accomplishment. In a way, this type of phenomenon isn't surprising at all; if a community can survive and flourish for thousands of years, even in relative isolation, it must have some mode of adapting to new things without losing its identity.

Secrets...

Dreamtime knowledge is secret knowledge. Only the specially initiated are allowed to see certain things and hear certain stories; only after reaching a certain age or level of experience can one learn certain truths. In his book *Dreamkeepers*, Harvey Arden tells of an encounter with an Aboriginal man:

'So don't you whitefellas come round here sniffin' after our Dreamtime stories like all those others do, those anthros and those journos and all them. Sure, maybe you get me to tell you a story from our Dreamtime, then you take it and write it down in your book and sell it for a million dollars... It's not mine to give you, that story. I don't own it. It's the property of my people... it's like a watch, a gold watch. Like I'm wearing the gold watch my father gave me and you ask me the time. So I tell you the time. But I don't give you the watch, too, do I? Whitefella now, he asks for the time and then he wants to take the watch, too... Get your own Dreamtime. Don't take ours."

... and Dreaming Communities

Dreamtime stories are Aboriginal and only Aboriginal. By holding back knowledge from commodification, reification, and appropriation by Western culture, Aboriginal communities effectively ensure their longevity as cohesive ideological communities. Similarly, by making that knowledge adaptable, these communities insure that they will be able to change with the Western society they have been forced to deal with.

The Dreamtime stories also function as a body of shared knowledge, a communal history and tradition. Living by and incorporating Dreamtime tales into their lives, Aborigines gain a sense of collective identity and pride in their communities and heritage, a powerful tool against pressure to assimilate.

When I left Central Australia, I remember feeling that I was leaving a place that was physically beautiful but socially ugly. I still find that true to a certain extent, but I also can see that the true beauty of Central Australia comes from a source far deeper than the shimmering sand and sun-bleached bush of the outback. Firmly rooted in such a rich tradition, such a fluid, adaptable, and utterly individual legacy, Aboriginal tribes have something to fall back on, something to keep them going while the policy and actions of contemporary Australia catch up with the needs of its Centralian citizens. Aboriginal society faces extinction, but strength comes from a rich undercurrent, one that has run for thousands of years and one that will continue to flow, no matter what the future throws at it. ■

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Mike Gallant is a writer, musician, and anthropology student at Columbia University.

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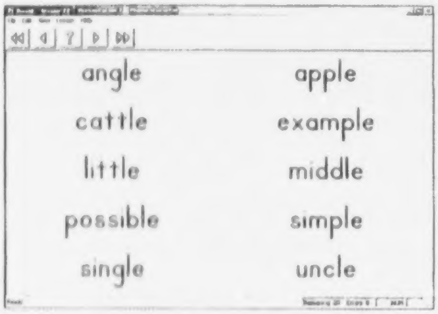

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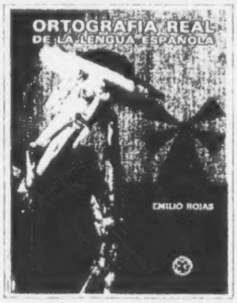

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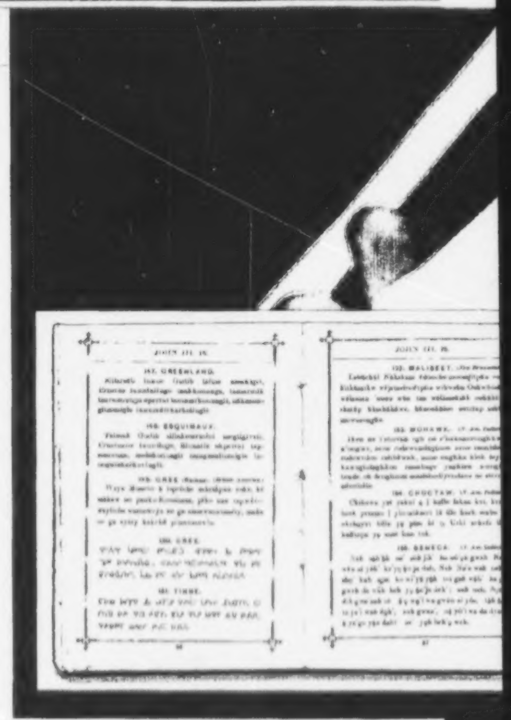
Spreading THE WORD

Tony Donovan recalls the pioneering linguistic work of The American Bible Society.



Attics, old storage boxes and discarded bundles are the stuff dreams are made of. Who hasn't fantasized stumbling upon a valuable object, perhaps even a masterpiece, while rummaging through the contents of a rusty trunk or researching the archives of a little-known library or museum? The amazing discovery of a 10" x 17" drawing by Michelangelo at the Cooper-Hewitt design museum in New York City this spring made the front page of the *New York Times*. Worth millions, the spectacular drawing had lain unnoticed in a storage box in the museum for decades.

The Michelangelo find brought to mind my own, more modest discovery at a yard sale this summer. Among the chipped Depression era glass, cracked thimbles and frayed extension cords on display, a small, slightly ragged booklet with the words "Languages and Dialects" showing prominently on the cover caught my eye. Without investigating further, I hurriedly purchased the item (price: $1.00) and took it home for careful examination.

Printed in 1876 by the American Bible Society for display at its booth at the American Centennial Exhibition in Philadelphia, the booklet contains a biblical verse (John III. 16.) in 164 languages, including such rarities as Mohawk, Tibetan and Aymara. Of special interest were the samples appearing in 18 Native American languages, some of which were written in alphabets invented by early linguists for specific Amerindian languages.

For example, the Cherokee alphabet—technically a syllabary—the remarkable invention of the Cherokee linguistic virtuoso Sequoyah, is the most widely known of these. At first glance, the letters appear to be a variety of Cyrillic, and a Cherokee text could easily be mistaken for a Slavic language. Other Amerindian texts in the booklet (Cree and Tinne) are written using what appears to be a pictographic system which I had never seen before (see pictures right).

Most of the 6000 or so languages still spoken in the world today, of course, have never developed alphabets of their own and are therefore not found in written form. Many have adapted the Latin or Arabic alphabets, modifying them to meet their specific phonetic requirements. Still, the vast majority of extant languages remain with only an oral dimension to them. This explains why most of the specimens in the Centennial booklet are shown in Latin-letter text. No doubt, these written forms are only rough guides to the actual phonetic realities of these languages—of course, that's true of English too!

An interesting item in the booklet is the example of Turkish written in Arabic script. It wasn't until several decades after the publication of the booklet that Turkish discarded the Arabic alphabet in favor of the Latin derivative in use today.

To understand the origins of this intense translation project which spanned at least a couple of centuries and continues to this day, some historical facts pertinent to the American Bible Society should be presented, along with some mention of the dedicated and tireless efforts of the translators themselves. Founded in 1816 in New York City by delegates representing scores of local and independent Bible societies throughout the U.S., the main goal of the American Bible Society since its inception has been to circulate the Holy Scriptures as widely as possible. Early on, it was realized that the only way to seriously accomplish this task on a global scale was to translate the Bible into as many languages as feasible.

Today, the non-profit American Bible Society still has its offices in New York City and, along with its older sister institution, the British and Foreign Bible Society, has translated the Bible, or at least portions of it, into at least 2000 languages.

SPECIMEN VERSES
LANGUAGES AND DIALECTS
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The cover of the American Bible Society booklet (left center) and the pictographic writing systems used by the Cree and Tinne tribes (far left, left).

> "In an age in which theory has overwhelmed praxis in academia and in which the term "commitment" has a faintly nostalgic ring to it, my nearly valueless yet highly prized yard sale booklet is a reminder of the labor, energy and dedication that true expertise has always required."

In 1818, just two years following its founding, the Society translated the Bible into Delaware, the first translation venture of the fledgling institution.

However, the pioneering translation work especially into Amerindian languages, was done in the 18th and early 19th centuries by representatives of independent Bible societies. These translators were present and took an active albeit unheralded part in the relentless westward expansion of the young United States during those tumultuous decades. Along the way, they transcribed scores of little known, often disappearing languages into written form for the first time.

Among these intrepid translators, linguistic paragons now long since forgotten, the booklet mentions Dr. Williamson and Dr. Riggs, two missionaries who translated the Bible into Dakota. The text points out that they spent an average of 30 minutes translating each verse. The remarkable part of this task was that it took over 40 years to complete.

Another obscure language expert, Dr. Schereschewski, rendered the Old Testament into colloquial Mandarin, a linguistic feat taking 15 years of continuous effort, and a certain Dr. Schauffler needed at least an equal amount of time to produce the Osmanlee version of the Holy Scriptures.

Today, when even serious anthropological or linguist fieldwork and projects are most often expected to be completed in a matter of months, it is difficult for us to relate in a meaningful way to the life-long zeal and commitment of these forgotten translators. Many dedicated their entire working careers in pursuit of their goals, most likely under conditions few of us today can imagine or could tolerate.

In an age in which theory has overwhelmed praxis in academia and in which the term "commitment" has a faintly nostalgic ring to it, my nearly valueless yet highly prized yard sale booklet is a reminder of the labor, energy and dedication that true expertise has always required. The early translators of the American Bible Society deserve a more prominent mention in our field and their lives and endeavors should be acknowledged for the importance their pioneering linguistic work represents. ■

Tony Donovan teaches at the King Fahd University of Petroleum and Minerals in Dhahran, Saudi Arabia. He can be reached at tonydonovan@hotmail.com

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The U.S. has tried to make Puerto Ricans speak English for the past hundred years—to no avail. **Marta Y. Pabellón Imbert** explains the reasons behind this linguistic rejection.

For more than a century, Puerto Rico has been a U.S. territorial possession, but Puerto Ricans, who are U.S. citizens, have resisted attempts to impose the English language on their social and educational systems.

Studies show that the majority of Puerto Ricans express a positive attitude toward the learning of English but bilingualism is a goal reached by only a few on the island. According to the 2000 census, 25 percent of the population consider themselves fluent in English although other sources estimate this figure at about 20 percent. This leaves approximately three-quarters of the population who do not consider themselves proficient in English.

Attempts to impose English as the vernacular in Puerto Rico (see sidebar on p.28) and the response to these efforts has had an extraordinary influence on the political, legal, cultural and educational panorama. However, the capacity of Puerto Rican culture to resist the encroachment of English has been more powerful than the ability of language policy makers.

Why has it been so difficult to make Puerto Ricans speak English? Some writers suggest that the sources of this attitude lie primarily in the political history of this Caribbean island where teaching English is regarded as a political act. Politics plays a major role in Puerto Rican society, especially within its public educational system. Whenever a new governing party is voted into office, a new Secretary of Education directs the Department of Education of Puerto Rico (DEPR). Consequently, the DEPR has gone through many language policy changes depending on the political view of the party that governs the island.

The Department of Education's English Program Standards 2000 calls English an additional language yet expects teachers to teach English as if it were being taught in a second language environment. For example, the *English Program Vision* states that:

"The development of a communicatively competent student who is ...capable of using the English language...the development of the competencies and linguistic skills geared at promoting his/her personal, cultural, social, ethical, and aesthetic growth by providing the needed educational experience for effective communication in English."

It is apparent that the Department of Education has not realized that students do not need English to promote their personal growth because there is no need in Puerto Rico to speak English in any social activity, unless, of course, a job demands that English is to be spoken at all times. The DEPR should look for strategies to make students understand the benefits of learning English: students may have to travel to an English-speaking country, whether for pleasure, business or simply for a better paying job.

Since 1948, Puerto Rico's Department of Education has made English a compulsory subject in grades 1-12, and since 1998, English must be taught in kindergarten. However, in its quest to make Puerto Ricans bilingual the Department of Education has failed to understand that English in Puerto Rico is a foreign language and should not be taught as it is in the U.S.

Languages must be practiced in order to be learned, and there are very few places where students can practice the little they learn in their English classroom. In Puerto Rico, there is just one English-speaking radio station of the 116 stations available. English can be heard on cable TV, but it is a luxury not available to most people. There is one English newspaper that is also published in Spanish. The English they hear is in the English classroom, if and when the teacher speaks English. When the bell rings, students leave the English classroom returning to a Spanish-speaking school environment and their Spanish-speaking neighborhood. When these students go home, there is no one to help them with their homework because most parents do not speak English. In fact, what some students hear at home reinforces their dislike for the language, such as, "I hated English when I was in school" or, "English was my worst subject."

The lack of an appropriate environment to practice and enhance the target language foments the negative attitude students have

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about speaking a foreign language and increases the fear of speaking English. The communication apprehension students have in their own language is augmented when they are asked to speak in front of a group in the target language. For example, some students prefer to get an "F" rather than give the class a two-minute oral report in English.

The saddest part is when students claim they are stupid because they have been unable to learn English in the years they have been exposed to English. They do not seem to understand that although they have been exposed to English for 12 years, they have only been exposed to it as a 50-minute subject, which adds up to less than three months of learning English during their time in school. In Puerto Rico, very few teachers are native speakers of English. Most of the teachers have learned English in Puerto Rico from Puerto Rican teachers. The DEPR wants teachers to only use English in their classes. However, when asked if they only speak English in class, most answer that it is impossible to do so since students do not understand them. This is most evident during the exploration period where teachers try to probe students' prior knowledge of the topic to be taught. It is common to hear students requesting the teacher to speak Spanish. It is also common to hear frustrated students saying, "Missi, no entiendo. Digalo en español" ("Miss, I don't understand. Say it in Spanish"). It is not uncommon to see teachers switch to Spanish or translate for the sake of comprehension.

Teachers should be allowed to participate more fully in the decisions made about their teaching and their students. They should have greater participation in the selection of the materials and texts they use in their classroom and their decisions should be respected. Imposing textbooks meant for native speakers of the language will only bring about resentment, rejection and frustration.

There should be more role-play in the classroom where students can participate in real-life everyday situations. Students should be allowed to participate in classroom decisions, from sharing the making of classroom

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rules to selecting classroom topics. But most of all, students should be allowed the choice of taking English as a subject or as an elective class: forcing people to learn languages creates negativity.

Puerto Rico has a unique cultural and political situation and until the governing parties, the policy makers, and the language planners realize they are repeating the same mistakes made over the past century they will get the same result—failure. And teachers may hear students say, "Who, me? Speak English? Not in a hundred years!" ■

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Tracking Language Policies in Puerto Rico

There have been six major changes in the language education policy in Puerto Rico between 1898 and 1947: **The Brumbaugh Policy (1900 — 1903)** recognized the importance of preserving Spanish and acquiring English. He declared as the aim of the Department of Education to develop and establish a bilingual system which would insure the conservation of Spanish and the acquisition of English, both to be mastered sufficiently for practical use. In order to do this, he introduced English as a subject in all the grades of the elementary schools while English was to be the language of instruction in high school.

The Faulkner-Dexter Policy (1903 — 1914) made English the official language of the classroom. That is, the medium of instruction in the subjects of the curriculum except Spanish. This was the beginning of the introduction of English as the sole medium of instruction. It was a gradual but persistent change.

The Miller—Huyke Policy (1917 — 1934) made Spanish the medium of instruction in the four lower grades of elementary schools and English was taught as a special subject. The transition from English to Spanish was made in the fifth grade and grades sixth to eighth were taught entirely in English with Spanish as a special subject. In secondary schools, English remained as the medium of instruction.

The Padin Policy (1934 — 1937) made Spanish officially the language of instruction in all grades of elementary school and English was to be taught as a special subject beginning with the first grade, but increasing time allotted to English in the seventh and eighth grades to 90 minutes instead of 45 minutes as it was formerly done. He stated that he was convinced that the bilingual plan in operation was not yet yielding satisfactory results either in the acquisition of English or in the subjects taught in English.

The Gallardo Policy (1937 — 1945) was very confusing, even on a small scale, and did not specify a real clear cut policy on the teaching of English. Some subjects were taught in Spanish and others were taught in English. Finally, Spanish was taught in all the elementary grades.

The Villaronga Policy (1947) made Spanish the medium of instruction in all the grades and in 1948 the present English program was established.

(Source: Osuna, J. J. (1949). *A History of Education in Puerto Rico*).

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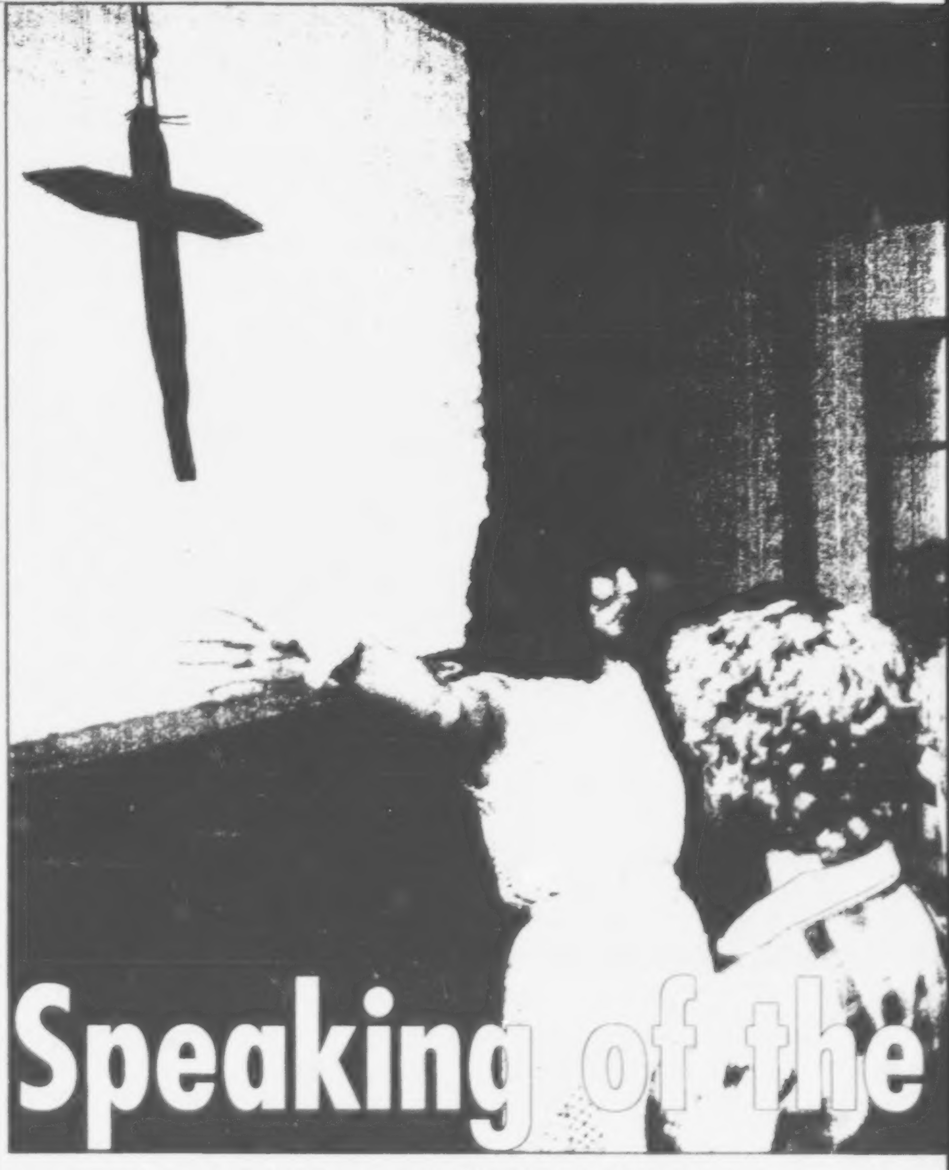
Speaking of the

Connie Eble traces the roots of New Orleans' distinctive dialect.



A new Roman Catholic archbishop was recently installed in New Orleans. The ceremony culminated in a recessional from the cathedral with the bishop clad in all the finery of his office accompanied by richly vested altar servers and clergy as well as governmental and civic leaders. A local resident thought that the event would be a memorable occasion for his two-year-old daughter and took her to Jackson Square. As the procession made its way through the onlookers, he lifted her onto his shoulders so that she could see. When the bishop came into view, she knew just what to do. She started waving energetically and called out, "Throw me something, mistah." Because of Mardi Gras, the child had already learned the proper linguistic response at a parade—to call out to the people in costume asking to be thrown beads or other trinkets. Knowing local lore and practicing local customs and language—whether from the cradle or as a convert—are essential for an authentic New Orleanian.

New Orleans has always considered itself sui generis. Its very survival on a strip of alluvial land below sea level between a shallow lake and the mighty Mississippi River is a source of pride. Founded in 1718 about one hundred miles from the mouth of the Mississippi River to anchor the French colony of Louisiana, the port stood sentinel between the Gulf of Mexico to the south and almost half a continent to the north. Although its location made the city prone to diseases like yellow fever, to springtime flooding from the rising river, and to tropical storms, it also made the port strategically important to European colonial powers and later to the United States of America, which, in order to acquire the port of New Orleans, purchased the vast Louisiana territory from Napoleon.

Even though Louisiana was officially a colony of Spain for over thirty years (1769-1803) and even though slaves from Africa and immigrants from German-speaking Europe and from British America made up a sizable portion of the population, New Orleans was mainly French-speaking at the time of the Louisiana Purchase in 1803. Americanization and the English language soon permeated, creating a social division that remained important up to the twentieth century. After the Louisiana Purchase, the term creole was used to mean "native", distinguishing locals whose families had lived in colonial Louisiana from those whose families arrived after the port became a part of the U.S. Most of the people to whom the term applied were speakers of French or Spanish, and many were of African or mixed African and European ancestry, including many free people of color. Currently, *Creole* is the term that many descendants of mixed African and French or Spanish ancestry prefer for themselves. As a linguistic term, *creole* is a type of language that developed from a *pidgin*, and a tiny number of African Americans in Louisiana still speak a creole of French. Another type of French still in limited use in Louisiana is a development of the dialect spoken by the Acadians, or Cajuns, who came to Louisiana from formerly French Canada in the 1760s. For the most part, the Acadians did not remain in the port city of New Orleans but spread into the swamps and plains of southern Louisiana and remained largely a rural people.

In the course of the nineteenth century, New Orleans absorbed in great numbers the same groups that helped build the urban centers of the North—the Germans, Irish, and Italians. In the four decades before the Civil War, New Orleans ranked second after New York as a port of entry for immigrants. By 1900 New Orleans was an English-speaking city, though many people used another language at home. Without adopting the French language, many of the immigrant groups adopted customs and cultural perspectives that had been established when the city was French, e.g., cleaning and white washing graves on All Saints Day; baking king cakes in observance of Twelfth Night; setting aside

Docent explaining Acadian history, Acadian Village Lafayette, Cajun Country.

Big Easy

a period of revelry between January 6 and Mardi Gras and a period of sobriety and somberness between Ash Wednesday and Easter Sunday; educating females and people of color separately, if at all; developing a fine cuisine using the abundant game, seafood, and vegetables of southern Louisiana. The groups in turn contributed to the unique cultural amalgam that is today greater New Orleans and that sustains varieties of the English language that sound different from those of northern Louisiana and from Cajun English.

Next to nothing based on scholarly research has been published on the speech of New Orleans. Two brief encyclopedia entries by Mackie Blanton (1989) and by Richard W. Bailey (1992) summarize the well-known characteristics of New Orleans speech and the complex cultural heritage and intricate social stratification that still influence it.

To be sure, New Orleans shares many linguistic features with its neighbors in other parts of southern Louisiana, particularly vocabulary. Most New Orleanians would recognize, if not use, many words claimed to be Cajun English, such as *boudin* 'sausage of pork, rice, and seasoning', *cush-cush* 'browned cornmeal eaten as a cereal', and *make do do* 'go to sleep'. Other words like *armoire* 'large upright wardrobe for clothing', *lagniappe* 'something extra', *lost bread* "French toast', and *mirliton* 'vegetable pear' are used throughout southern Louisiana, both in Cajun country and around New Orleans. But even though both developed against the backdrop of French and have many French-derived vocabulary items in common, New Orleans and Cajun dialects of English sound quite different.

> "As a linguistic term, creole is a type of language that developed from a pidgin, and a tiny number of African Americans in Louisiana still speak a creole of French."

The best record of the dialects of New Orleans is the 29-minute documentary film *Yeah You Rite* (Alvarez and Kolker 1984). The voices of the film ring true to natives of the city, who love to analyze and explain the uniqueness of their city and often complain that the movies never get the New Orleans accent right. The natives interviewed in the film are quick to give their opinions about linguistic distinctions based on class, color, and neighborhood, voicing the popular perception that New Orleans has three dialects: uptown white, downtown white (also known as *Yat*), and black. In fact, language variation is much more complex than that three part division implies, linked in part to a middle class population that traverses neighborhood boundaries to attend old, established, parochial high schools. The linguistic situation among African Americans in New Orleans is particularly complex. Although many speak a variety of African American Vernacular English similar to the AAVE of urban areas throughout the United States, members of the longstanding middle class community often speak a kind of English indistinguishable from that of middle class whites. Regardless of pronunciation and grammatical differences, all varieties of New Orleans English include a common core of local vocabulary (see p.33).

Local identity is a performance art in New Orleans, and people work at it. An email circulating among displaced New Orleanians lists hundreds of ways that "You know you're from New Orleans." Many are linguistic: People say you sound like you're from Brooklyn. You know it's ask, but you purposely say *ax*. You call tomato sauce *red gravy*. You *wrench* your hands in the *zinc* with an onion to get the crawfish smell off. . You can't stand people who say *THE Mardi Gras* or *THE Jazzfeast*. You write *eaux* for the sound *o*, as in *Geaux Zephyrs* or *Alfredeaux* sauce. New Orleanians are also sentimental about street names (Chase). Part of local identity is knowing that, for example, *Milan Street* is pronounced *MY-lan*, *Burgundy* is *bur-GUN-dee*, and *Calliope* is *KAL-ee-ope*.

Over the past twenty years, a name has taken hold for the distinctive lower- and middle-class vernacular of whites in New Orleans. It is called *Yat*, and for the first time merits an entry in the *American Heritage Dictionary* (2000). Popular lore has it that Yat is a shortening of the familiar New Orleans greeting "Where you at?" It is of fairly recent usage, possibly originating as part of Ninth Ward public high school slang in the 1950s as the name of one subgroup of the student body. By the early 1980s *yat* clearly referred to a local way of speaking and is now firmly entrenched as the name of a dialect. It has the derived adjective *yatty*, as in, "You surely sound *yatty* on your answer machine." *Yat* can also designate a person who speaks that way or, more generally, a 'native of New Orleans'. At Christmas season in 2000 and 2001, one of the most frequently heard holiday songs was "The 12 Yats of Christmas": "On the foist day a Chrismas my Mawmaw gave ta me a crawfish dey caught in Arabi." A light-hearted website for locals is maintained by the Southern Yat Hysterical Society, the name an allusion to the city's traditional Southern Yacht Club.

Most websites dedicated to the cultivation of a New Orleans identity are allied to tourism and seek to present New Orleans as unique, carnal, and exotic—a place in the United States that even has a high-caloric

continued p.33

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from p.31

way of talking the English language. A website devoted to Mardi Gras (Mardispeak 2000), for example, has a section explaining *king cake* 'wreath-shaped coffee cake eaten during the Mardi Gras season', *krewe* 'members of a carnival organization', *Mardi Gras* 'Tuesday before Ash Wednesday, season from Twelfth Night through Fat Tuesday', and many other words pertaining to the season.

The most accessible description of the language of New Orleans is part of "The Gumbo Pages," maintained by Chuck Taggert, a New Orleans native who now lives in California.

From Taggert's (2000) *Yat-speak: a Lexicon of New Orleans Terminology and Speech*, much can be extracted about New Orleans pronunciation and vocabulary.

On the Web

Mardispeak. 2000. Mardi Gras Unmasked. http://www.mardigrsunmasked.com/mardispeak.htm

Say what?! The language of New Orleans. 2001. New Orleans Web. http://neworleansweb.org/glossary.html

Southern Yat Hysterical Society. 1998, 2002. http://www.southernyatclub.com

Yat-speak: a Lexicon of New Orleans Terminology and Speech. http://www.gumbopages.com/yatspeak.html

The dialects of New Orleans often lack /r/ after vowels. For example, *charmer* is pronounced *CHAW-muh*. Thus, for many New Orleanians, *water*, *quarter*, and *oughtta* rhyme, and autistic and artistic are homophones. The vowel sound *ah* merges with the sound *aw* (as in awful) so that *John* and *lawn* rhyme. The *th* spelling is pronounced */d/*, as shown by *da QUAW-tah* for *the Quarter*.

The most parodied and stigmatized pronunciation is er for vowels spelled *oi* and *oy* in words like *boil*, *oil*, *oysters*, and *toilet*, which are pronounced as if spelled *berl*, *earl*, *ersters*, and *turlet*. New Orleanians also place the word stress on the first syllable in *adult*, *cement*, *insurance*, and *umbrella*.

Other local pronunciations are *mayonnaise* as *MY-nez*, *mirliton* as *MEL-luh-tawn*, *pecan* as *puh-KAWN*, and *praline* as *PRAW-leen*, and the infamous ask as *AX*. There are at least four major standard local pronunciations of New Orleans—with either three or four syllables, and either *r-full* or *r-less*.

Indeed, language variety is deliberate and thriving and even economically necessary in New Orleans now that tourism has become the leading industry. ■

A NEW ORLEANS GLOSSARY

alligator pear	avocado
batture	land between the levee and river
bobo	minor sore, cut, or lump on the skin
brake tag	automobile safety inspection sticker
cayoodle	a dog of low pedigree
chickory	root that is ground and roasted and added to coffee
cook down the seasoning	slowly saut□ small pieces of onions, celery, and bell peppers together as a step in the preparation of many dishes
crab boil/crayfish boil	social gathering, usually out of doors, at which crabs or crayfish are boiled and eaten; the spices used to flavor boiling shellfish
deadmen's fingers	inedible lungs of crabs
den	warehouse where Mardi Gras floats are decorated and stored
devil beating his wife	raining while the sun is shining
doodlebug	little bug with lots of legs that rolls into a ball
dressed	served with lettuce, tomatoes, and mayonnaise
flying horses	carousel, merry-go-round
go-cup	paper or plastic cup for drinking alcoholic beverages on the street
gris gris	magic formula to bring bad luck, e.g., put the gris gris on someone
hickey	knot or bump on the head or forehead
homestead	financial institutional that deals in home mortgages
locker	closet
lost bread	french toast, translation of *pain perdu*
muffaletta	large Italian sandwich of ham, Genoa salami, Provalone, and olive salad on a round, seeded bun
nectar	pink, almond-flavored syrup in a soda or on a snowball
pan□ meat	breaded and fried veal or beef
pass by	visit briefly, e.g., "I'll pass by your house after work."
second line	mass of people who follow behind a funeral procession dancing in the streets. Now applied to a particular dance and music which has become a favorite part of wedding receptions as the bride and groom lead the assembled guests in a snake-like procession throughout the hall.
stand in a wedding	serve as a bridesmaid, groomsman, or usher in a wedding
shoe sole	flat, glazed pastry shaped roughly like the sole of a shoe
Zatarain's	popular brand of New Orleans foods, sometimes used generically for creole mustard or for the spices used to boil crabs and crawfish

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Rhythms of the Classroom

Cassandra Castellanos-Bell explains the benefits of music in language learning.

In early July, the Royal Institution in London held its first public conference on "The Musical Brain". Here, researchers presented evidence that music is not merely a cultural phenomenon but a biological fact of life as seen in infants who are able to distinguish consonance from dissonance and can recognize tunes even when timing or pitch has been altered.

At the Sesame Workshop "making music with children is a natural part of every child's life. They encourage parents and teachers to help children listen for music throughout the classroom, the house, on the street, and in nature." Jeanette Betancourt, assistant vice president of Education and Research at the Sesame Workshop, says, "Literacy begins at birth. The more children see, hear, and work with words the faster they learn them. Music is a guiding force that provides children, especially toddlers, with a way to develop their cognitive, social, and emotional language."

Betancourt explains that, "children's voices, hands, and feet are their first musical instrument and that they can be taught repetition through clapping, word recognition through singing, and physical response through tapping."

According to the book *Music Works Wonders*, "Preschoolers develop new language, math, and motor skills through music's words, patterns, and rhythms. They also learn concepts like fast/slow, high/low, soft/loud, as they experience the various elements of music." It goes on to say, "Many songs have been turned into children's books you can read and sing together."

Kathryn Sherman, president of ¡yo puedo! Publishing, a company that specializes in books with musical accompaniment, believes that music helps emergent readers develop phonemic awareness, alliteration, vocabulary, and fluency. "Not only do we believe that music enhances learning, but our products are formatted on that premise, Sherman said. "We have brought acclaimed musicians into the studio to produce materials created by classroom educators. Most recently, we have contracted Gilbert Sedeño, the musical director of the Pura Vida awards, to arrange the musical version of our latest release, *Las Vocales*."

According to Ariana Quiñones-Miranda, director of the Center for Community Educational Excellence at the National Council of La Raza (NCLR), "Music is a tool that even parents who are not literate can use to help their children build literacy skills and build self-esteem. Parents from all countries can remember songs from their childhood, and by sharing these songs and rhymes they are reinforcing cultural ties while strengthening literacy."

During an NCLR conference held in Miami last month, Language and Literacy coordinator, Jacqueline Vialpando said, "There is a big difference between cognitive/academic proficiency (CALP) and basic interpersonal communicative skills (BICS) within the language learning process."

Vialpando demonstrated this difference when she asked audience members to follow her words. The majority spoke Spanish and realized that Vialpando was speaking Portuguese. When she asked them to do basic things like raise their hands and drop them on the desks they did not respond until her body language mimicked her words. She immediately stopped using body language and proceeded to speak faster while continuing to expect the audience to respond to her requests. Needless to say, not one person did.

Vialpando pointed out that in the language learning process, the basic interpersonal communication (BICS) necessary for advancement in pronunciation, comprehension, knowledge, and vocabulary are mastered through body language, musical enhancement, and pictures. The cognitive academic language proficiency (CALP) necessary for advancement in analysis, synthesis, grammar, evaluation, semantic meaning, and functional meaning are often left behind when a student leaves the elementary levels. Students at secondary ESL level often do not have pictures or music to help them identify context or meaning. Educational consultant, Amarylis Galindo, says that "music is the next step to realizing a student's academic potential. Music as an enhancement tool should be used at higher grade levels for enunciation-pronunciation purposes as well as for the development of cognitive skills."

While research in this area is in its primary stages, educators, linguists, scientists, and parents will continue to form coalitions, commission studies, and call for more quantitative and qualitative data on the subject. For now, early findings point to an orchestra of data that indicate many in the education world are singing the same tune. The success of our educational foundation is all in the music! ■

Cassandra Castellanos-Bell is a freelance journalist.

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As parents we recognize the power of music; we teach our "native-speaking" children songs, through which they absorb vocabulary, pronunciation, and useful language structures. Teaching songs to "foreign" language students serves the same purpose; through music, language is acquired in a more natural way.

Several weeks before the concert, Language Teaching Services supplied all of the participating teachers with free materials: a video to introduce Justo to the students and a cassette with lessons to teach the eight "core" songs. The students were having so much fun being involved in "preparing for the concert" that they didn't realize they were actually learning the language.

While there is nothing wrong with programs that offer folk or traditional styles of music, the subconscious message that they give is that Latin Americans all dress, sing and dance in these "old-fashioned" ways. Justo first gains the students' respect with his modern rock music, then he introduces more traditional music with a series of "classics" that he has updated.

Justo is inspiring Spanish learners.

When I spoke to Justo, he said, "I am amazed at the outstanding teachers I have met, many of whom are not native speakers but have made a great effort to learn my language. Spanish teachers are a powerful force in this country, working very hard not only to teach our language, but also to represent us, the people of Spanish speaking countries. They form a bridge between our cultures and make it possible for us to understand each other and to be friends. I am very proud to be of service to teachers and students of the United States. I left my home and family to come to this country as an unofficial ambassador of good will, to give my support to the Spanish teachers in their efforts to help my people be understood by Americans. I have the highest regard and sincerest affection for these dedicated people. The English term *"Movers and Shakers"* is perfect to describe the teachers who have made the success of these concerts possible."

Your students can also be "moved and shaken" not only in the physical sense, but also in their understanding of the importance of learning another language and respecting other cultures. ■

Linda Heathington is a teacher at Slaton High School, Slaton, Texas. See www.justo-lamas.net for more information on Justo Lamas.

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Teaching Nonnative Speakers to Read

Part Two of **Nile Stanley**'s report from the Harvard Literacy Institute.

The Harvard Literacy Institute (HLI), funded by the Carnegie Corporation was held last June with a follow-up in January 2002. The theme of "Helping Teachers Teach Reading" was reported in the June 2002 *Language Magazine*. The HLI was a major initiative to synthesize what is known about reading from research (National Reading Panel, 2000; Rand Reading Study Group, 2002; Snow, Burns, & Griffin, 1998) and to disseminate this information to teachers. In this article, the focus is HLI's and other researchers' recommendations for teaching nonnative speakers to read. Specifically, I will highlight the research of Catherine Snow of the HRL and of Jim Cummins of the University of Toronto.

Snow, Burns, and Griffin (1998) concluded from their research that nonnative students with limited English proficiency are at considerable risk of not attaining adequate levels of literacy. Contributing interrelated factors include lack of phonological sensitivity for English, low parental education, low socio-economic status, poor quality schools, and socio-political factors such as discrimination. Snow stated, "Schools with high percentages of English as second language (ESL) students need major school wide restructuring. To be effective, schools with greater numbers of children at risk for reading difficulties must have extra resources. These resources should be used to ensure appropriate class size, student-teacher ratios, teacher preparation and experience, availability and qualifications of specialists, and quality and quantity of instructional materials." Snow recommended children should learn to speak English before attempting to read it and if possible should be encouraged to read first in their native language. Learning to speak English first before learning to read English contributes to children's eventual fluency in English reading. This provides a foundation to support subsequent learning about the alphabetic principle, which is essential for decoding. She believes in early intervention with stronger resources and better teacher training for preschool and kindergarten programs. Her research has been an impetus for the current universal preschool legislative efforts.

Snow, Burns, and Griffin (1998) also stated that bilingualism and biliteracy should be supported whenever possible for the maximum benefit of schools and societies. Jim Cummins (2002) believes that the cultural, linguistic and intellectual capital of our societies will benefit when people stop seeing culturally and linguistically diverse children as "a problem to be solved" and instead appreciate the gifts of linguistic, cultural, and intellectual resources. Cummins, a leading researcher in second language learning, supported the need for bilingualism and more teacher training concerning teaching reading to language-different children. Cummins stated, "To reject a child's language in the school is to reject the child. One of the most strongly established findings of educational research, conducted in many countries around the world, is that well-implemented bilingual programs can promote literacy and subject matter knowledge in a minority language without any negative effects on children's development in the majority language." In order to understand patterns of academic development among ESL students and to effectively teach them to attain high levels of literacy, Cummins stressed that educators must distinguish the following three aspects of proficiency in a language.

- Conversational fluency is the ability to carry on a conversation in familiar face-to-face situations. ESL students generally develop fluency in conversational aspects of English within a year or two of intensive exposure to the language either in school or in the environment.
- Discrete language skills include knowledge of the letters of the alphabet, the sounds represented by individual letters and combinations of letters, and the ability to decode written words into appropriate sounds. ESL students can learn these specific language skills, commonly referred to as phonemic awareness and phonics, concurrently with their development of basic vocabulary and conversational fluency.
- Academic language proficiency includes knowledge of the less frequent vocabulary of English, as well as the ability to interpret and produce increasingly complex written language and conceptually demanding texts

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in the content areas, such as literature, social studies, science, mathematics. Cummins stated that research has repeatedly shown ESL students, on average, require at least five years of exposure to academic English to catch up to native-speaker norms.

Although all three aspects of language proficiency are important, policy-makers and the media frequently confuse them. Many ESL students who have acquired conversational fluency and decoding skills in English are still a long way from grade-level performance in academic language proficiency required for reading in the content areas. Students who can "read" English fluently may have only a very limited understanding of the words they can decode. The findings of the Rand Report (2002) have confirmed that even for English speakers, an over-emphasis on teaching discrete language skills such as decoding has stunted children's comprehension. The differences between academic language proficiency and both conversational fluency and discrete language skills are highlighted by what is commonly termed the fourth grade slump. The fourth grade slump refers to the phenomenon whereby low-income students who demonstrate grade level reading performance in the primary grades 1-3 begin to fall significantly behind grade norms starting at grade 4, with the discrepancy growing larger with each succeeding grade. The Rand Report (2002) underscores the need for teachers to have ongoing professional development in research proven comprehension strategies.

More research is needed on teaching comprehension for ESL students to succeed at the academic language proficiency level.

Clearly, there is a need for increased funding for both research and implementation of quality ESL and bilingual programs in schools. Emphasis should be placed on proficiency in conversational fluency in English, discrete language skills like phonemic awareness and pho-nics, and academic language proficiency.

Reading comprehension strategies should also be emphasized in order for the academic achievement level of students to reach required national standards. ■

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MAKING A SUCCESSFUL INTRODUCTION

Professional Development for Bilingual and ESL Paraprofessionals: The Aspire Curriculum
Judith H. Jameson
Delta Publishing Company, McHenry, IL. 2002. $59.95

ACCORDING TO a recent report, over 40 percent of teachers in the U.S. work with students for whom English is not a first language (*Language Magazine*, July 2002, p.12). Many school districts have decided to "mainstream" English language learners instead of placing them in "pull-out" classes.

The presence of small numbers of nonnative English speaking students in the mainstream classroom enhances the role of the paraprofessional bilingual and ESL teaching aide. These aides provide support by assisting limited English proficient students in schools where the goal is fluency in English through the use of programs targeted to minority language students within the majority-English language classroom. But many paraprofessionals, who are dedicated to helping students "swim" and not "sink" in the mainstream classroom, have received little or no formal training in the techniques of effective language learning.

Now CAL (Center for Applied Linguistics) and Delta Publishing have produced a trainer's manual that will assist professional development among paraprofessionals. *The Aspire Curriculum* is designed to be used in four three-hour workshops where paraprofessionals will learn about using instructional strategies including webbing, graphic organizers, reading comprehension techniques and cooperative learning. In between workshops, teachers and paraprofessionals can use the book together so that they can prepare English Language Learners to be able to fully participate in mainstream class activities.

The Aspire Curriculum is based on the findings of five years' work at school districts in central Florida. All of the strategies in the text have been tried out in authentic class situations involving students, teachers and paraprofessionals. The Workshops in the manual ("Getting Started", "Focus on Reading and Writing", "Extending Students' Thinking and Language") are presented in an easy to understand format. Objectives are clearly stated and the routes to achieving language development are clearly signposted. There are materials including masters for overhead transparencies to be used in professional development programs.

Many classrooms rely on paraprofessionals to provide language support for students. Introducing the *Aspire Curriculum* will provide appropriate training for these assistants, who, as mature adults, must juggle the demands of family and work with those of professional development programs. Finding efficient and effective ways to attain high professional standards without shortchanging other responsibilities is an ongoing challenge. Teachers in schools which have adopted the submersion approach with primary language support will find *Professional Development for Bilingual and ESL Paraprofessionals* a good backing system for helping children whose first language is not English succeed in the mainstream classroom. ■

Robert Macias teaches ESL in Oklahoma City

NATIVE LANGUAGES

American Languages in New France: Extracts from the Jesuit Relations
Claudio R. Salvucci (ed.)
Evolution Publishing, Bristol, PA. 2002
$75.00

THIS TITLE IS THE first volume in a planned series of extracts from the writings of Jesuit missionaries active in North America during the 17th and 18th centuries. Known as the *Jesuit Relations*, these texts contain valuable information about Native American cultures and customs at the time.

Organized by subject matter, this first volume offers a collection of fragments of linguistic data and accounts of languages used by the Algonquian and Iroquoian tribes of New France. After an excellent introduction to the linguistic situation in the

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Each year, *Language Magazine*, the leading source of information for language education, receives hundreds of books for review. We need reviewers for these titles. We also need reviewers for multimedia materials including CD-ROMS. If you are interested in reviewing the latest materials in ESL/EFL teaching, bilingual education and the teaching of languages other then English, including Spanish, then contact the Editor, Ben Ward, at reviews@languagemagazine.com

region during the 17th century, there is an interesting account by Fr. Pierre Briard of his early attempts to learn the languages of the Native Americans.

Following extracts include Jean de Brébeuf's description of Huron grammar, Gabriel Lalemant's interlinear translation of a Huron prayer, Barthelemy Vimont's letter in Algonquin, and Paul Le Jeune's description of the Montagnais-Naskapi language of Labrador.

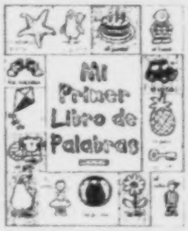
The book does not restrict itself to commentary on the languages alone—there is discussion of the mutual intelligibility and geographical extent of various dialects, the various pidgins and jargons that came into use as a result of cultural contact, and the use of European languages such as French and Basque in native North America. There is a map which shows where the missions were located and the geographic extent of the languages under discussion. The appendices include a Native language concordance of words appearing in the text and a chart that assembles the various observations about linguistic relationships found in the extracts, comparing them with a modern classification.

The extracts tell us much about the languages and customs of the Native Americans. They also reveal some of the attitudes prevalent at that time of the early pioneers themselves towards the "savages" whose language, according to one writer, "has the foul odor of the sewers." But the missionaries worked hard to learn the languages that some of them loathed and it was a difficult task. After five years of study, one priest "could hardly make himself understood" much to his "mortification." Another writer comments, "It is strange thing to find oneself in a country where it is necessary to learn without a teacher, without books, and without rules, at an age already mature, a language which has no likeness to ours."

American Languages in New France is a fascinating book for anyone interested in Native American languages and is also an invaluable tool for historical linguists, anthropologists, and ethnologists. ■

Claude LeBlanc is a teacher in Ottawa, Canada.

SETTING STANDARDS



Mi Primer Libro de Números
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ISBN: 0-7534-5542-0
Dr. Jeni Riley, Patti Barber,
Ann Montague Smith
Illustrations: Mandy Stanley
Kingfisher, New York, 2002
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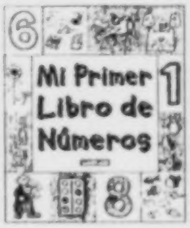

AS TO BE EXPECTED from a publisher with such a good reputation in the early learning sector, these books set the standard by which others will be judged. Their English equivalents were selected as Smithsonian Notable Books for Children and the Spanish versions live up to their predecessors.

Placing the books in front of young children gives you the first indication of just how good these books are—they grab attention with their bold, primary colors and approachable illustrations, which make children feel so at home with them.

Parents can use these books to introduce numbers and vocabulary to younger children—they both have practical tips sections for parents—and older children who have begun to read can explore them on their own to improve their own numeracy and literacy.

Números covers the basics of counting by using fun and familiar images. Every page has a basic question plus two slightly more advanced questions, which enable children to develop their understanding of the relationship numbers have to their everyday life. After covering numbers up to twenty, the book introduces ordinals, shapes and sizes with measurement exercises, games and puzzles, giving children an understanding of the practical application of numbers in our lives.

Palabras covers over 230 words with pictures, which are grouped together in familiar categories. Vocabulary is repeated at the bottom of the page to encourage children to practice word recognition without reliance on pictures, thus developing true reading skills. Although it is of little consequence at this level, it is worth noting that the book the language use is predominantly Castillian. Trends in child literacy may come and go, but one thing is for sure—there will always be a place for basic picture books as well thought-out and attractive as these. ■

Marta Calheiros is a kindergarten teacher in Barcelona, Spain, where she also teaches English and Portuguese as foreign languages.

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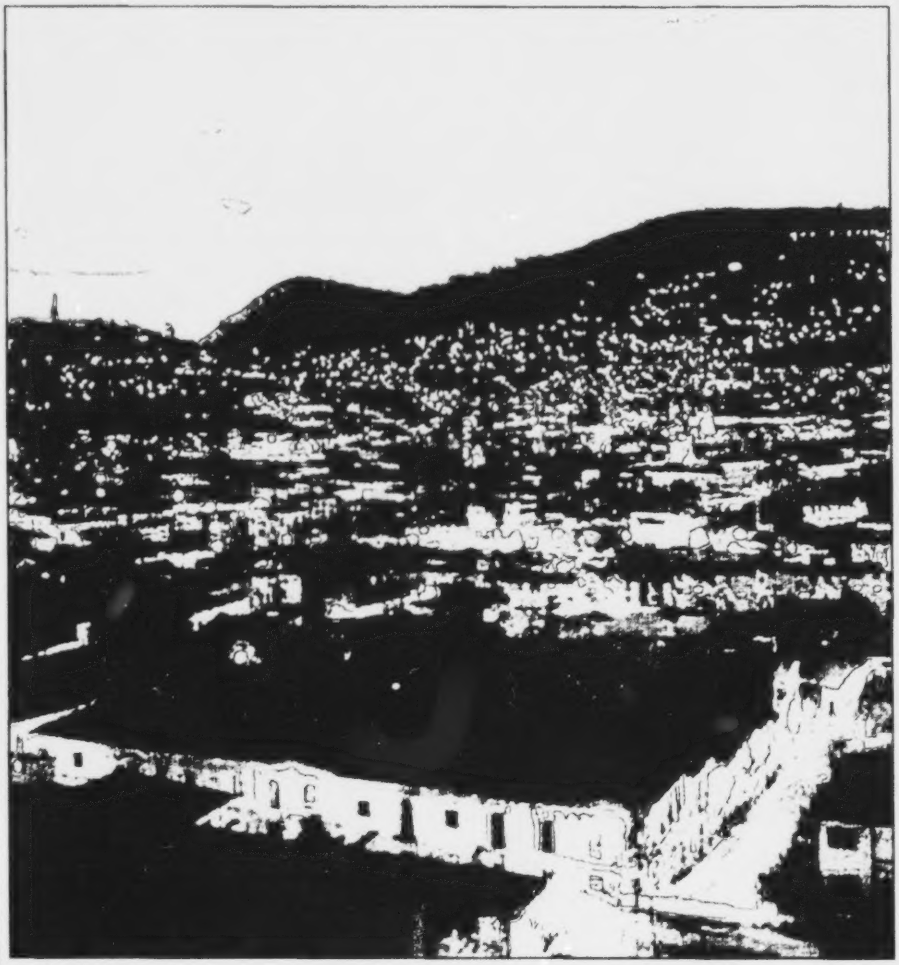

Ever wanted to see the sunset in Cotacachi, Ecuador, the U.S. Government can help.

Nearly all of us have dreamed of disappearing for a few weeks to take a language course in some exotic locale, whether it be to get a grounding in a new language or to improve and refresh existing skills. The idea of taking off by yourself on a learning adventure and returning with newly acquired expertise seems so appealing, especially since it combines the excitement of discovery with the satisfaction of self-improvement. However, apart from finding the time, the major obstacle is the cost—this is not to say that language immersion courses are expensive, it's just that the additional cost of tuition on top of the accepted costs of travel and accommodation puts them just beyond most people's budget. Thanks to an unexpected source—the IRS, your budget can now be stretched, as it has been established that you can claim a proportion of tuition costs as an income tax credit.

The IRS's Lifetime Learning Credit is a non-refundable tax credit of up to $1000 for all undergraduate and graduate level education. Unlike the more well known Hope Credit, it is not limited to the first two years after postsecondary education, it can be claimed every year, you do not need to be pursuing a degree or other recognized educational credential and, for those of you with a checkered past, it is available to convicted drug felons. The credit applies to 20% of expenditure, so you would have to spend $5,000 on tuition and related costs to apply for the maximum credit of $1000. As to be expected, it is also subject to income limitations—if your modified adjusted gross income is between $40,000 and $50,000 ($80,000 and $100,000 for a joint return), the credit is gradually phased out, and it is not available if your modified gross income exceeds $50,000 ($100,000 for a joint return). Despite these restrictions, you may still be able to save a few hundred dollars by following some simple guidelines, the most important of which is studying at an eligible institution. Any institution which qualifies its students for a financial aid program administered by the Department of Education is considered eligible, which covers nearly every educational institution in the U.S., including programs abroad organized by such institutions. Even if you choose to study at a school abroad which is not affiliated with an American institution, you may still be able to claim the tax credit if an "eligible institution" accepts the course for academic credit. This is particularly relevant for teachers and other professionals who can use academic credits towards education credits required for their jobs. In any event, ask the institution about their provisions before booking a program.

Once you have taken and paid for the course, make sure you get a separate receipt for tuition (or a receipt which itemizes the costs including tuition). You will need this receipt to complete the IRS Form 8863 to claim the credit. Although this sounds like a lot of extra administration, the form is very simple and will only take a few minutes to complete.

For more information on the Lifetime Learning Credit, download the IRS Publication 970 from http://www.irs.gov/pub/irs-pdf/p970.pdf and please consult a taxation specialist or your accountant before submitting your return. ★

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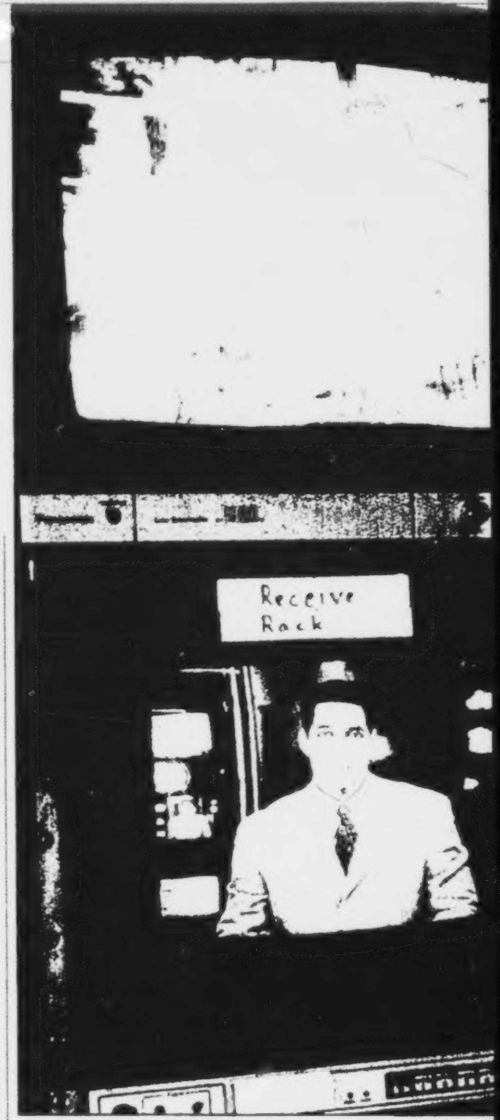
BOLDLY GOING....

Steven Donahue examines the peaceful use of space for language and culture learning using satellite materials.



> *"Our civilization is suddenly experiencing an instantaneous reassembling of all its mechanized bits into an organic whole. This is the new world of the global village."*
>
> **-Marshall McLuhan, Understanding Media, 1994.**

Build It & They Will Come

During hot Midwest summers in Iowa, they say, "Corn's knee high on the Fourth of July," and sprouting out of acres of yellow-tasseled corn is the world's largest educational language broadcasting system known as SCOLA (Satellite Communications For Learning). Giant satellite dishes rise like a crop of massive single-eyed Cyclops reminiscent of the monumental sculpture of Swiss artist, Jean Tinguely, whose work inspired Jesuit sculptor, Father Lee Lubbers, S.J. to found SCOLA.

Two decades ago, SCOLA started as a small experiment in America's heartland to seed a language bank that has now blossomed into a venue for broadcasting 70 of the world's languages with an educational format; all programming is seen in its unedited original format. SCOLA is located in McClelland, (population 115), near Council Bluffs, which is a Sister City to Tobolsk, Siberia. Lubbers observed, "Ironically, here are these Iowans, some who didn't like to go to Omaha, Nebraska on the other side of the Missouri River, but had made extensive trips to their sister city in Russia."

Actually, Iowa as the epicenter of an American language bank is not as incongruous as it sounds. Nearby Omaha, Nebraska is the home of the famed Center of Afghanistan Studies at the University of Nebraska. There is a growing Spanish-speaking community and other language groups, such as Croatian, thrive. Nonetheless, it is a part of American that has been misunderstood ever since Stephen Crane's short story, *The Blue Hotel*, made fun of an immigrant Swede who fails to find non-existent cowboys and Indians in the modernizing Midwest.

Three SCOLA Pillars

There are three pillars to the SCOLA formula: resources, rights, and a network of schools and users. Father Lubbers says, "SCOLA's philosophy is to get each country to contribute its programming and news." SCOLA offers three channels with 24/7 programming. Subscribers must use a SCOLA provided Integrated Receiver/Decoder (IRD) to downlink language programming. SCOLA can be used as a learning platform because it repeats its programming at predictable time slots, so that teachers can build a curriculum around its resources. Father Lubbers, versed in Classical and Romance languages—and still learning Chinese—thinks that it is important to give all languages equal footing "because acknowledging the value of language gives the due esteem that each person's culture deserves." Lubbers foresees a "real danger of language extinction," under the worldwide steamroller of global English.

The Channel One programming begins at midnight with news from Azerbaijan, and then 30-minute segments from Ethiopia, Portugal, Greece, France, and scores of other nations. Students' awareness of foreign lands is enhanced as they see people as they see themselves. "Exposure to our programming trains the ear," says Father Lubbers.

SCOLA's variegated programming menu comes from the "Feed Barn" or uplink station, where the signals are downloaded and also sent out by a huge 30-meter dish. The room is lit with live feeds in languages as diverse as Basque to Amharic, which flicker across a wall of TV screens. SCOLA downloads bewilderingly varied satellite programming around-the-clock: the Australian outback in Portuguese (with Spanish subtitles), a German evening news show, a Philippine children's show with a "parent-approved" icon, the Arab Network of America, RTN-the Russian Television Network (pictured with an American flag with the Statue of Liberty superimposed on the stars), a ping pong match from China, footage from the war in Colombia, a Korean soap opera, feeds from the United Arab Emirates.

But eerily, on September 11, 2002 the banks of 100s of television monitors all showed the same image in unison-the conflagration at the World Trade Centers in New York. "We grabbed all of the feeds to record for posterity," said John Millar, SCOLA's chief operating officer. But, Millar notes, "The lesson of all this diverse information coming in is that we are more alike than we are different."

SCOLA can reach an audience of up to 10-15 million people each week from its headquarters in rural Iowa.

"The lesson of all this diverse information coming in is that we are more alike than we are different," says Miller.

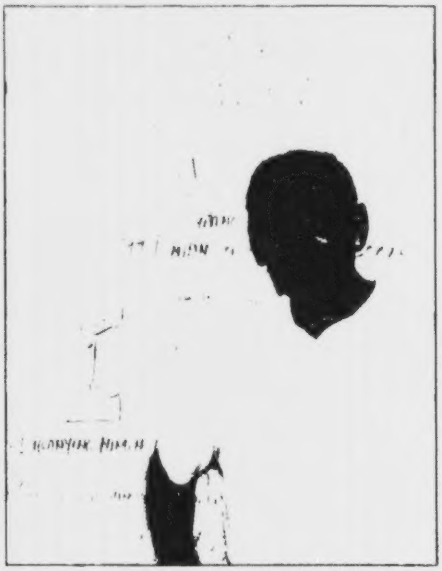
Channel Two is the entertainment channel. It provides a variety of programming including culture, drama, the arts, documentaries, movies, soap operas, children's programs, sports, comedy, music, folklore, news magazines, and even culinary programs.

Channel Three is the China Channel. SCOLA has a satellite dedicated exclusively to Chinese and has an expansive in-house studio that visiting delegations sit down and do re-broadcasts of the Chinese news feeds pouring into the SCOLA facility. The China Channel is the only one of its kind in the world. Millar says, "It is perfect for the intermediate student of the Chinese language." When the Chinese delegation comes from Taiwan, it does an hour program a day five days a week in a state-of-the-art studio. SCOLA has quarters for them with an office and community rooms in the spacious renovated poor house.

SCOLA programming can be used to practice pronunciation, for cultural diversity classes, for business, government studies, geography, and even religious studies or to lessen culture shock for travelers. With the advent of the Internet, SCOLA has developed an "InstaClass," which uses the satellite and the web to deliver powerful language learning materials. This is what Francis Lajba, SCOLA CEO and President, calls, "Digital Architecture," where lessons are delivered in different modes to students. "Learners need it all—text, audio, and visual cues when they are learning," he says. In five minutes, students can take self-paced tutorials on the news of the day, with accompanying text, and post-study tests.

And the language learning demographics are enormous: SCOLA can reach an estimated audience of 10-15 million weekly. Dave Decker, who is in charge of SCOLA's ever-expanding alliances, notes, "In the beginning SCOLA served as a authentic linguistic tool for the nation's colleges and universities as well as the language schools of the U.S. government and Canada. Since a dish and receiver are needed, some colleges preferred not to have their own equipment and worked out arrangements with the local cable provider to receive the signal on their equipment for the college. The cable systems agreed and then also made it available to their own cable subscribers. Thus came along our second and third viewing audiences, which have grown, to literally millions. The third audience is people who either have very little training in foreign languages but enjoy just seeing the news from

continued p.44



Father Lee Lubbers, SCOLA founder.

from p.43

places like Uzbekistan and Mongolia. When we have our video streaming going we have a fourth audience and that is one of worldwide appeal. People surfing the Net around the world find SCOLA and get hooked on the fact that you can see about 65 countries over just one 24 hour period."

All of the SCOLA programming is archived and is in the process of being digitized. Perhaps, it comprises one of the finest archives of foreign language programming in the world. "Looking five years down the road," Labja speculates, "SCOLA will have its entire language repository digitized so that it will be available for tomorrow's learning software." He adds, "SCOLA is a resource that is available to anyone who wants to make learning and language learning tools."

The SCOLA vision is that of a connected world. Not only connected, but powered by learning. Labja calls this, "A linked up world where the TV is an evolutionary product that is becoming part of a worldwide network." Lajba is quick to point out, "No one disputes that people learn from watching TV. The controversy has been about the poor programming and bad lessons."

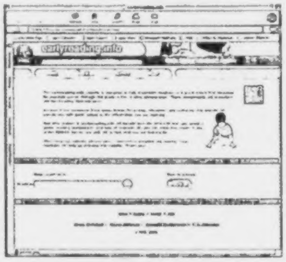
Father Lubbers is an optimist: "With the entire world participating, who knows what kind of wonderful projects and services SCOLA will be working on next. " And John Millar jokes, "Sometimes we ask Father Lubbers to let us point the main dish straight up and do educational languages broadcasts to Alpha Centauri!" ■

Steven Donahue, a professor of ESL at Miami-Dade Community College, is the features editor of Language Magazine.

Resources For Reading First Initiative

THE READING FIRST initiative sets a clear goal for elementary schools: all students must read at grade level by grade 3. To help teachers meet this challenge, the Regional Educational Laboratory at Pacific Resources for Education and Learning (PREL) has developed a new website. Reliable information for teachers who make teaching and learning decisions for prekindergarten to grade 3 students is now available at http://www.earlyreading.info/. The site provides resources for grant writers, state education officers, and other school personnel.

Developed through a collaboration between the U.S. Department of Education's Reading First and PREL, the website is part of the technical support made available to states and schools as part of this initiative. Links to government, research laboratory, and other nonprofit websites provide access to research-based information to support efforts to improve children's skills. The PREL site acts as a referee for these materials, ensuring that they have undergone a thorough review process and meet Reading First criteria for quality, validity, and appropriateness. Publishers have also provided access to online books written by key early reading researchers.



Site users gain instant access to research, curriculum and policy materials, and classroom strategies and activities. In evaluating the website, one teacher commented, "The amount of information on this website is tremendous." Another noted that activities are referenced, making it easy to demonstrate that lesson plans incorporating them are research-based. Others appreciated finding brochures, pamphlets, and flyers they could print out and send home, noting that the handouts contained exactly the kind of information they wanted to give parents. ■

Tracking Foreign Students

THE IMMIGRATION and Naturalization Service (INS) has launched a new website that the nation's universities will use to register foreign students. This is the first step in the government's new plan to track the movements of the nearly one million nonimmigrant foreign students and exchange visitors during their stay in the U.S.

The new system, called SEVIS—the Student and Exchange Visitor Information System—will become mandatory by the end of January 2003. According to Terrance O'Reilly, commissioner of the INS field service operations department "We are going to make sure that those who enter our country to attend a college, actually do what they have agreed to do. This is about guaranteeing that our foreign students live up to their bargain and don't head off to places unknown."

In July, the INS announced the start of a preliminary enrollment period to enable INS approved schools to begin using SEVIS to accept foreign students. The enrollment period will remain open until at least August 16, 2002. At that time, the INS plans to issue a new interim rule governing the certification process for all schools seeking to participate in SEVIS. The site can be accessed at https://egov.ins.usdoj.gov/sevis/ ■

LA Hispanics Surfing en Inglés

OVER 90 PERCENT of Hispanics in Los Angeles say the predominant language of the Web sites they visit is English.

This finding came from a study conducted by the Cultural Access Group and Sapo Communications. The study found that although 74 percent of respondents spoke both Spanish and English, most Hispanics preferred to visit English language websites. Just six percent of respondents say that Spanish is the predominant language of the sites they visit, while three percent say that a mix of English and Spanish is used on the sites they access.

The study also revealed that Hispanics are more likely to use the Internet for educational purposes (47%) than the general population (31%). ■

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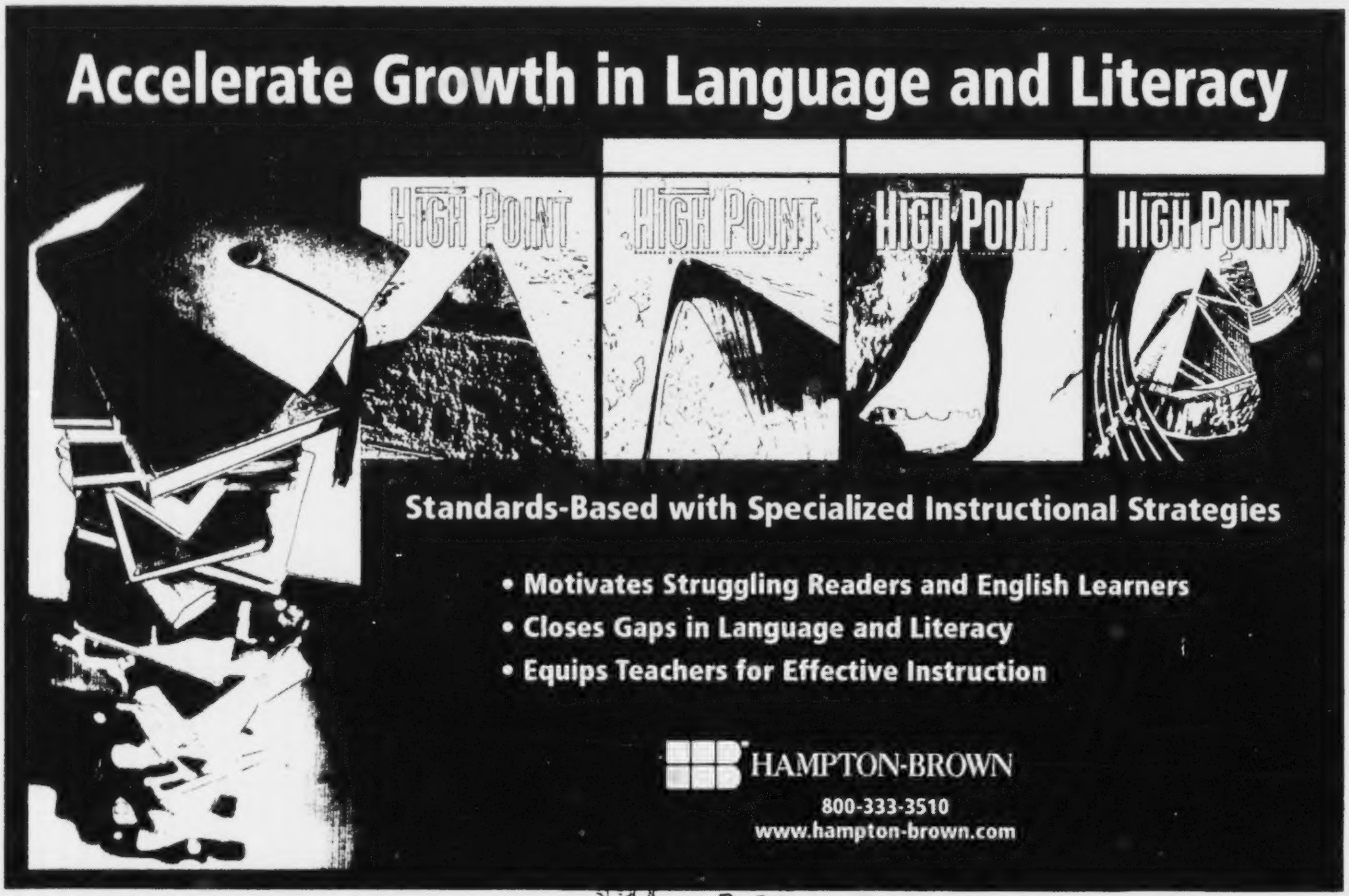

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José, Can You See?

by RICHARD LEDERER

Two men were discussing Beatles songs. "I've never understood," one man wondered, "why they say, 'the girl with colitis goes by.'" After a puzzled pause, his friend lit up. "Ah," he said, "it's 'the girl with kaleidoscope eyes.' That's a line from *Lucy in the Sky with Diamonds*." That's also a classic mondegreen.

What is a mondegreen? I'm glad I asked me that. A mondegreen is a mishearing of oft-used words, resulting in a misinterpretation of the lyrics of popular songs and hymns and the contents of patriotic affirmations, prayers, familiar adages and epigrams, advertising slogans, and the like.

Pop songs yield a bumper crop of mondegreens. "The girl from Emphysema goes walking" is a mondegreen for "the girl from Ipanema goes walking." "The ants are my friends" is a mondegreen for "the answer, my friends, is blowin' in the wind."

"I've thrown a custard in her face" is not the national anthem for clowns. It's a mondegreen for "I've grown accustomed to her face," in *My Fair Lady*.

"Return December, bad dress unknown" is a mondegreen for "Return to sender, address unknown," and "Don't cry for me, Marge and Tina" a mondegreen for "Don't cry for me, Argentina."

To the surprise of many rock-and-roll enthusiasts, Jimi Hendrix (pictured) sang, "'Scuse me while I kiss the sky," not "'Scuse me while I kiss this guy."

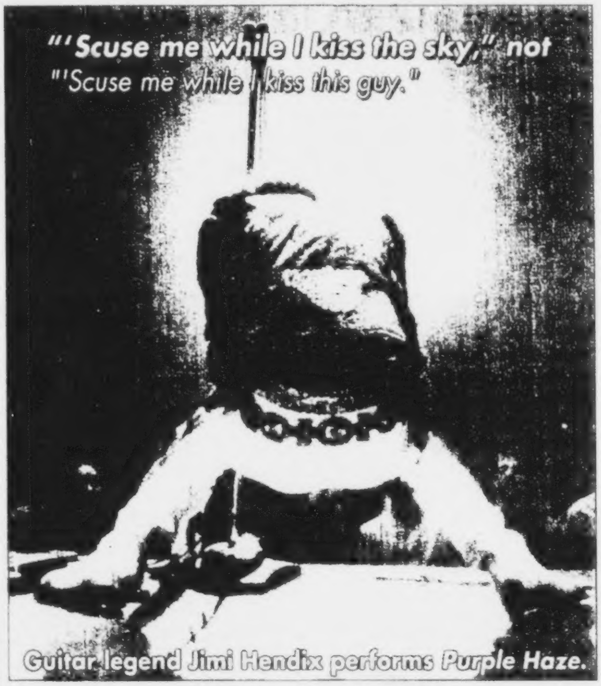
Actually, George Gershwin wrote *Rhapsody in Blue*, not Rap City in Blue.

"Clown control to Mao Zedong" is at least as colorful and imaginative as David Bowie's original lyric. "Ground control to Major Tom."

Herman's Hermits sang, "There's a kind of hush all over the world tonight," not "there's a can of fish all over the world tonight." But the fish are better.

And if Davy Crockett was "killed in a bar when he was only three," who was that at the Alamo?

The word "mondegreen" was coined by Sylvia Wright, who wrote an *Atlantic* column about the phenomenon in 1954, when she recounted hearing a Scottish folk ballad, "*The Bonny Earl of Murray*." She heard the lyric "Oh, they have slain the Earl of Murray/And Lady Mondegreen." Wright powerfully identified with Lady Mondegreen, the faithful friend of the Bonnie Earl. Lady Mondegreen died for her liege with dignity and tragedy. How romantic! It was some years later that Sylvia Wright learned that the last two lines of the stanza were really "They have slain the Earl of Murray/And laid him on the green." She named such sweet slips of the ear mondegreens, and thus they have been evermore.



"'Scuse me while I kiss the sky," not "'Scuse me while I kiss this guy."

Guitar legend Jimi Hendix performs *Purple Haze*.

Children are especially prone to fresh and original interpretations of the boundaries that separate words in fresh and unconventional ways. Our patriotic songs and statements have been delightfully revised by misspelt youth:

José, can you see
By the Donzerly light?
Oh, the ramrods we washed
Were so gallantly steaming.
And the rockets' red glare,
The bombs bursting in there,
Grapefruit through the night
That our flag was still rare.

* * *

I pledge the pigeons to the flag
Of the United States of America
And to the republic for Richard Stans,
One naked individual, underground,
With liver, tea, injustice for all.

* * *

God bless America, land that I love,
Stand aside, sir, and guide her,
With delight through the night from a bulb.

* * *

America, America,
God's red Chef Boyardee.

* * *

Miniza seen the glory
Of the coming of the Lord.
He has trampled out the vintage
Where the great giraffes are stored.

And it's "Oh, beautiful for spacious skies" not "Oh, beautiful for space ship guys."

Another territory lush with mondegreens is religion. Many a youngster has recited the famous line from the 23rd Psalm as "Shirley, good Mrs. Murphy will follow me all the days of my life." Many other imaginary characters inhabit the lyrics of hymns and words from the Bible. Battalions of children have grown up singing about an ophthalmalogically-challenged ursine named Gladly—"the cross-eyed bear.":

Our Father, Art, in heaven, Harold be Thy name.
Thy King done come, Thy will be done,
On earth as it is in heaven.
Give us this day our jelly bread,
And forgive us our press passes,
As we forgive those who press past us.
And lead us not into Penn Station,
But deliver us some e-mail.

For religious mondegreens, the fracturing of Christmas carols especially opens up new worlds of meaning and imagination. Try singing along with these new takes on old favorites, revised by children:

- Good King Wences' car backed out
- On a piece of Stephen.
- Deck the halls with Buddy Holly.
- We three kings of porridge and tar

I nominate Richard Stans, Art, Harold, good Mrs. Shirley Murphy, Round John Virgin, Vincent, a reindeer named Olive, and that cross-eyed bear named Gladly for a pullet surprise. But the ultimate winner, who received her prize posthumously, of course, must be . . . Lady Mondegreen! ■

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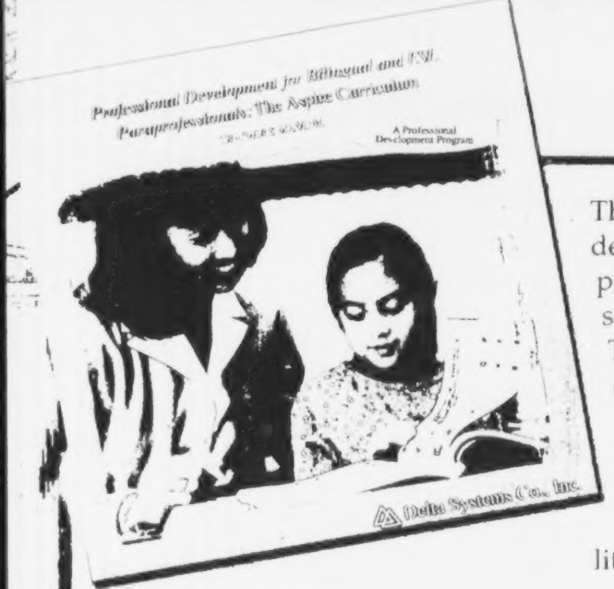
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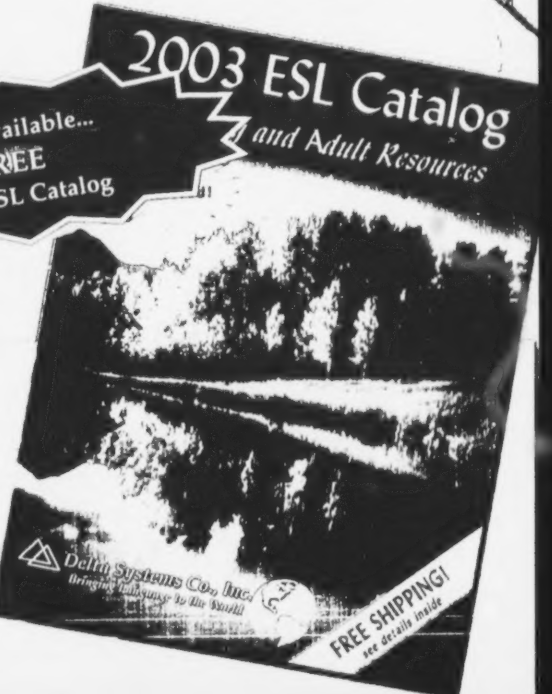
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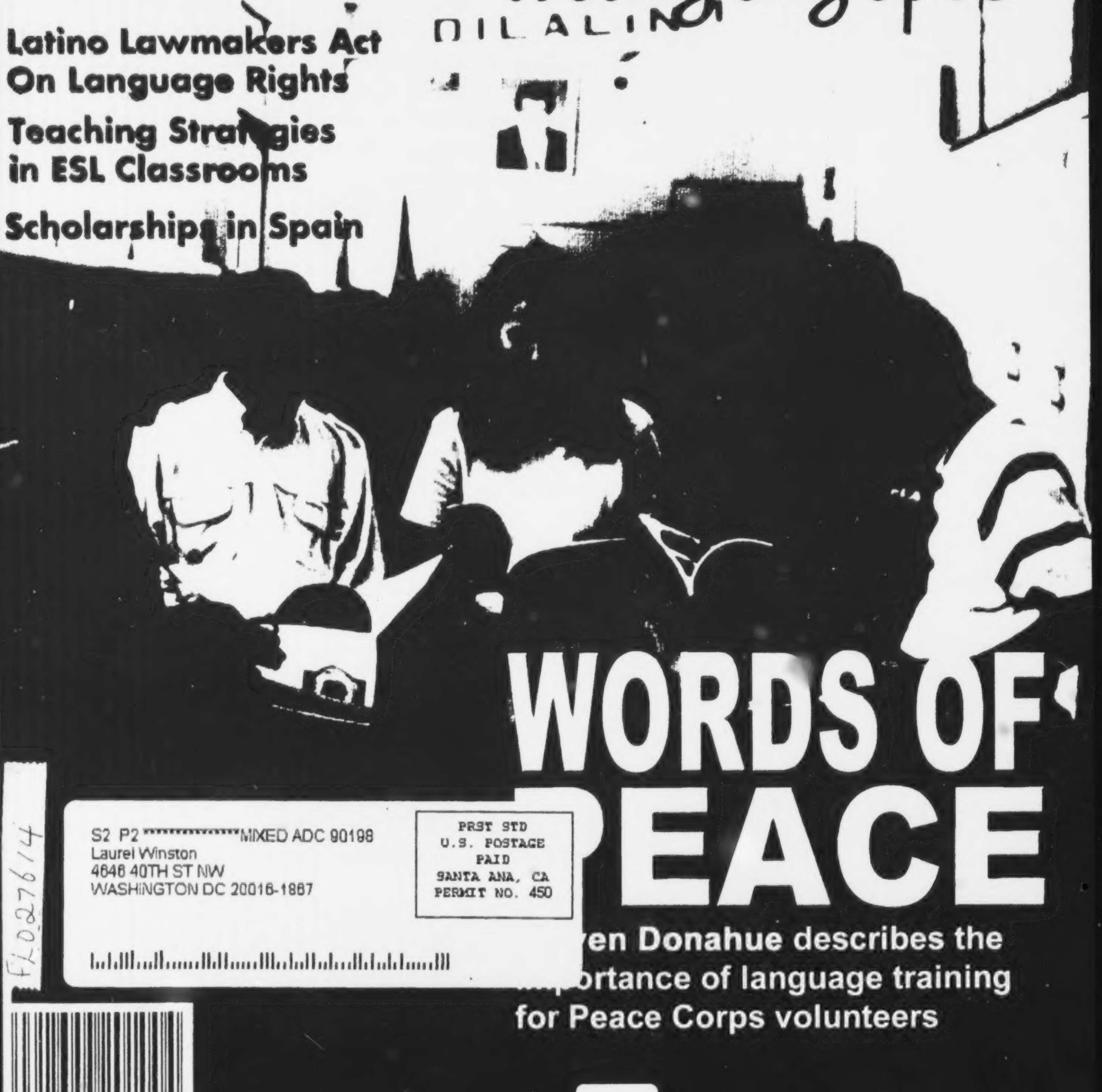

WORDS OF PEACE

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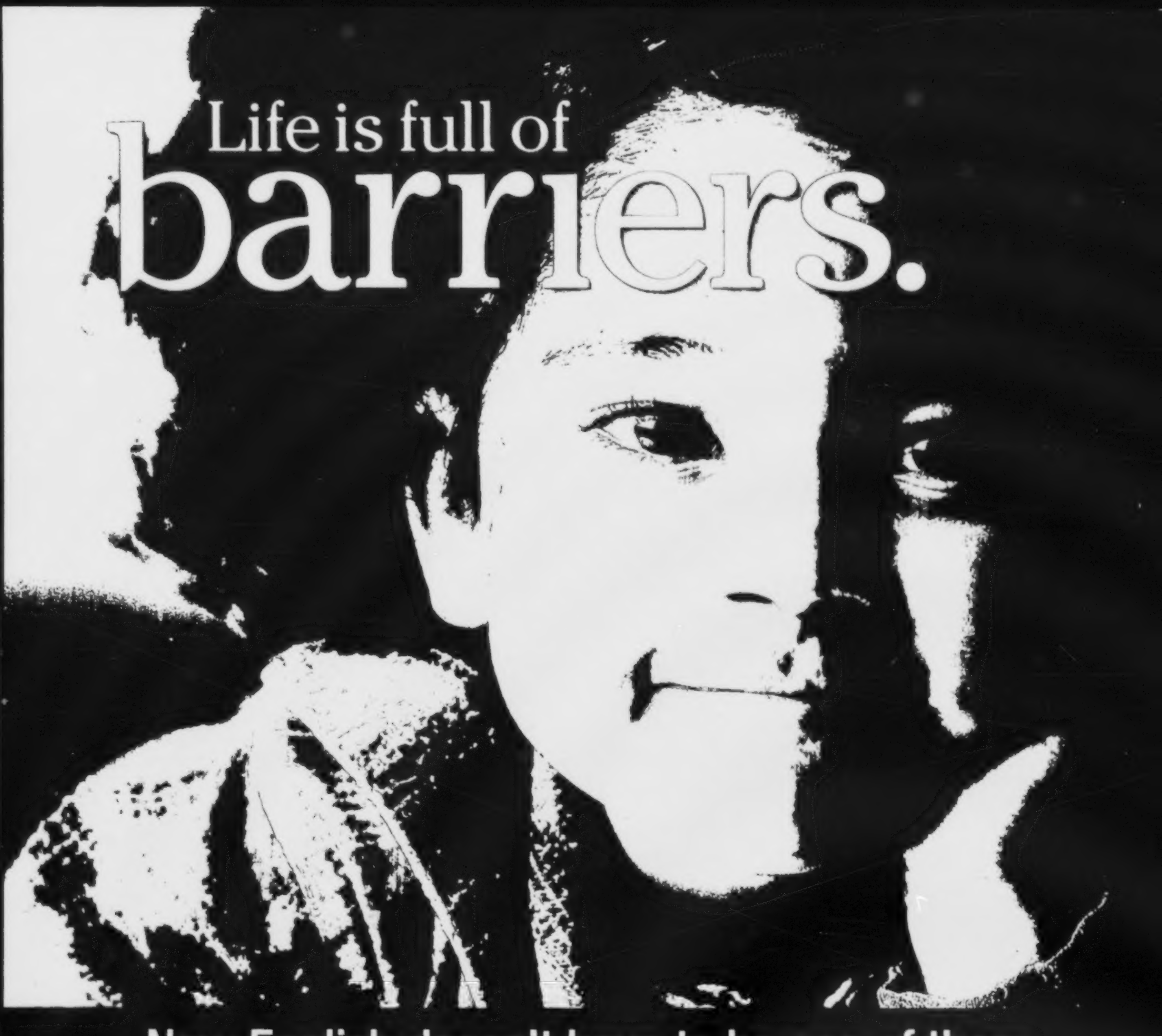

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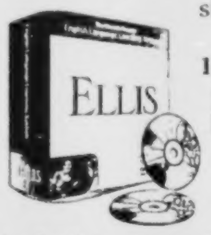

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September 2002 Volume 2, No. 1 (ALR Volume 6, No. 9)

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A Peace Corps volunteer teaches English as a Foreign Language in Turkmenistan. Photo: Courtesy Peace Corps

One Size Does Not Fit All

ACCORDING TO FIGURES from the Department of Education, the number of students with limited English skills, many of them Hispanic, has risen to five million over the last decade so that English Language Learners (ELLs) now comprise the fastest-growing K-12 population in the U.S.

School districts are trying to make the transition to school easier for these students by hiring teachers in native language instruction, holding summer programs, introducing intensive programs for students who speak no English and producing bulletins in various languages so that parents can be informed about the education programs their children are receiving.

But there is a severe shortage of qualified teachers. A recent article in the *New York Times* noted that there are around 50,000 bilingual educators and teachers of English as a second language—or one for every 100 ELLs. A report released last year based on data collected by the American Association for Employment in Education (AAEE), in a survey of U.S. teacher preparation institutions indicated that there was a "considerable shortage" in bilingual education and "some shortage" in ESL. The shortage of teachers is most acute in the South, Midwest and Northwest where immigrants have been attracted by enhanced employment opportunities in recent years.

In April, an overview of the shortage of bilingual and ESL teachers produced by the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs stated: "As the ELL student population continues to grow, there is an ever-increasing need for teachers who are specifically trained to understand language acquisition and cultural influences on learning, and to work with students, parents and community members in their primary language." Funding for language teacher training programs remains a priority and although efforts to recruit new teachers are to be applauded, appropriate training and certification must not be ignored in the rush to get instructors into the classroom.

Another concern is the effect of English immersion programs and standardized testing on ELLs. The 2002 California Stanford 9 test scores—released at the end of last month—show a widening gap in all subjects between English fluent and non-English fluent students. According to Denis O'Leary, Education Advisor to the League of United Latin American Citizens (Far West Region), "Students who were promised to be English fluent at the end of the 1998-1999 school year are now entering the 2002-2003 school year without having become English fluent." O'Leary added, "For the fourth straight year the achievement gap between English only speaking students and those who haven't mastered English has widened. Many children are repeating their fifth year of what was promised to be a one-year program of English immersion. Children are failing to become fluent in the English language and according to the Stanford 9 test scores they are being left behind academically."

A report by Wayne E. Wright at Arizona State University (published in *Current Issues in Education*) appears to confirm fears that high stakes standardized testing is having a detrimental effect on the education of ELL students. Concluding his study of use of the SAT-9 in California elementary school, Wright says, "[It] is having a differential impact on the education of ELL students in low socioeconomic neighborhoods, creating a situation where the linguistic and cultural needs of students are being ignored, and denying these students an equal opportunity to learn."

In the midst of the current testing "craze" we must not forget or ignore the special needs of English language learners. Our student body is too diverse in its composition to allow for a "one size fits all" approach to education. School districts should be free to apply teaching strategies of their own choice in order to ensure that no English language learner is left behind. ■

Ben Ward

Ben Ward, Editor

Language *magazine*

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Language Magazine (ISSN 1537-7350) is published monthly for $24.95 per year (US/Canada) and $59.95 (Overseas) by Language Media LLC, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069. Application to mail at Periodicals Postage Rates is pending at Los Angeles, CA. POSTMASTER: Send address changes to *LANGUAGE MAGAZINE*, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069.

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LETTERS

Business Needs Bilingualism

I read your opening remarks in this month's edition of your magazine. [*Language Magazine*, August 2002, "Economical Language", (Daniel Ward, Consultant Editor), p. 6].

I was very impressed with your remarks/editorial. I went to your online magazine but could not find it. Do you think you could send me a soft copy? I would like to share it with the Hispanic group in my company because you make so many good points. I believe in bilingualism, but many in California think that those of us who speak languages other than English are less patriotic. You make a point that knowing multiple languages is a very important strategy, such as in business.

Congratulations on your very thoughtful magazine and I will read your editorial eagerly each month!

Regards,

Benny Lopez
IBM (via E-mail)

A Sore Point?

The word "bobo" that Connie Eble mentions in the "New Orleans Glossary" (*Language Magazine*, August 2002) has about the same meaning in Swiss German [" a minor sore, cut, or lump on the skin"].

Is this just another linguistic accident like the ones in "Navajo-Irish Relations?" in the letters' section of the same issue, or is there actually a relationship between the two appearances of this word?

Casimir von Arx
Bern, Switzerland

Connie Eble writes: *There are probably many languages and dialects in the world that have words similar to "bobo" to indicate a small injury. It's a word used mainly with children and has the phonological features of many such words: labial consonant plus vowel and then the same syllable repeated (for example, mama and papa for parents.) It is not likely (but not impossible) that the New Orleans form "bobo" was influenced by Swiss German. It is more likely that people in New Orleans and in Switzerland tapped the same raw sound sources for creating a word to use for children and by chance applied the sounds to the same thing.*

Blueprints for Success

David Williams provides a useful series of "blueprints" that every world language teacher should become familiar with ("No Language Learner Left Behind", *Language Magazine*, August 2002). I look forward to reading more of Mr. Williams' work in future issues of *Language Magazine*.

Sami Chu
Los Angeles, California

Justo Mania!

I am a big fan of Justo Lamas and I was over the moon when I read Linda Heathington's article about her experiences and those of her students when they went to see him live in concert ("Singer Encourages Spanish Learners," *Language Magazine*, August 2002). Will you be publishing more articles about Justo in your magazine? I hope so!

Patricia Leon
Dallas, Texas

Mardi Gras Language

I really enjoyed the article about New Orleans on the cover of the last issue of *Language Magazine* ("Speaking of the Big Easy," Connie Eble, *Language Magazine*, August 2002). New Orleans is such a fun place to visit, especially during the Mardi Gras, and the locals have such a distinct and fun dialect that half the fun in the visit is engaging them in a conversation. Sometimes, it's easy to forget that America's population is so diverse and that so many foreign languages are spoken here, such as Spanish, Italian, French, Russian etc, that we take English (or should I say American English) as a single language. But thanks to your dialects series, you are reminding me that American English has an identity all of its own throughout our great country.

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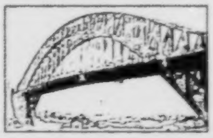

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Bilingual Teacher Crisis Prompts NV Waiver Request

A CRITICAL NEED for bilingual teachers in the Las Vegas area has prompted Clark County School District officials to ask the Nevada Department of Education to consider waiving some licensing requirements in order to get more Spanish speakers into the classrooms.

Currently, teachers must have an endorsement from the state in order to teach bilingual classes. Even experienced teachers from other states must go through the endorsement process, which can be both time-consuming and costly.

George Ann Rice, associate superintendent of human resources, said that the district has taken several aggressive steps toward recruiting bilingual educators, including offering tuition funds to current district employees who have at least half of their college degrees completed. A partnership with universities in Mexico to train bilingual speech pathologists and school psychologists is also being explored, Rice said.

Lisa Cabrera, a literacy specialist at Fay Herron Elementary School in North Las Vegas, said she's concerned because the number of bilingual teaching positions has dropped each year.

"The program becomes less effective when it's watered down," Cabrera said. "There are hundreds of children in English-only classrooms who cannot read or write in English. How can we expect them to learn?" Herron is the district's largest elementary school with more than 1,400 students—95 percent of whom are English Language Learners.

Leah Terry, a kindergarten teacher at Herron, said she has been unable to get a bilingual position with the school district—despite her bachelor's degree in Spanish and master's degree in curriculum and instruction. To get the required endorsement, Terry said she would have to sign up for a special workshop that would cost about $1,300 of her own money.

"I just can't afford it," said Terry. "There should be some way for my background and experience to count."

Hispanic students make up more than 30 percent of the district's enrollment, a percentage that has continued to climb each year. The number of students requiring bilingual programs and services has also soared, district officials said.

Agustin Orci, deputy superintendent of instruction for the district, said school officials are committed to bilingual education and recognize the important role it plays for the future of Clark County.

"Every school district in the country is trying to bring in more bilingual teachers," Orci said. "This is a national issue, not just a local one." ■

Deputy speaker Vladimir Zhirinovsky.

Russian Official?

A RUSSIAN POLITICIAN will ask President Bush to declare Russian as the second "official" language of the U.S.

The deputy speaker of the Russian parliament, Vladimir Zhirinovsky, will visit the U.S. this month. He says that he will ask President Bush to formerly recognize Russian as a second official language in recognition of the Russian-speaking population of the U.S. which is estimated at anywhere from three to seven million people. Zhirinovsky says it is "quite natural" to consider giving the Russian language an official status in the U.S.

Apparently, Zhirinovsky is planning to bring several cases of his own brand of "Zhirinovsky Vodka" over with him—perhaps as part of a strategy to influence Russian-American support of his proposal, which has been silent on the matter thus far. ■

Worker Fired For Speaking Spanish

A WOMAN ACCUSED of speaking Spanish at work was fired for violating an English-only policy.

Maria Guerrero lost her job as a certified nursing assistant in Wenatchee, Washington, after her supervisor accused her of violating a written policy requiring staff to speak English in the workplace.

Guerrero, who is bilingual in English and Spanish, says that she was not speaking Spanish on the day she was fired. She believes the rule is unfair and ought to be thrown out.

"If they don't want Spanish [speakers], why do they keep hiring people who speak only Spanish or very little English?" Guerrero said.

The English-only policy was introduced after residents at the nursing home where Guerrero worked complained that some of the staff spoke Spanish in front of them. The policy stated: "Only the English language will be used in the presence of our residents. This includes any staff-to-staff communications where a resident can overhear the conversation in patient rooms, dining areas, activity rooms or hallways." Exceptions could be made for residents whose primary language was not English.

According to administrator, Jeril Hansen, the nursing home could be fined if state investigators decided the residents' complaints had not been addressed.

"I would love to say it doesn't matter what language is spoken," Hansen said. "If it wasn't for the government, we wouldn't have this policy."

All employees at the nursing home must be able to read and write in English, and they are tested before they are hired.

Between 1996 and 2000, complaints filed with the U.S. Equal Employment Opportunity Commission (EEOC) about English-only rules increased nationally from 91 to 443. In 2000, a court ruled that an English-only policy implemented by a long distance operator service in Dallas constituted national origin discrimination—13 Hispanic workers were awarded over $700,000 in damages.

Last year, the EEOC reached a landmark $2.44 million settlement of a class action lawsuit against the University of Incarnate Word, a private university in San Antonio, Texas, on behalf of 18 Hispanic housekeepers who were subjected to an unlawful English-only rule. ■

Chief Backs AZ Spanish Ban

ARIZONA SCHOOLS CHIEF Jaime Molera supports a school district's plans to ban Spanish from its campuses in Phoenix.

"This district's test scores have remained flat, and they want to make academic gains," Molera said. "Immersing the students in English could only help them."

Controversy erupted after a report in the *Arizona Republic* quoted teachers saying they had been told to address parents and students in English and to encourage students to keep Spanish out of the school's cafeteria, playground and hallways. About 95 percent of the 8,800 students in Isaac Elementary School District are Latino.

"No one in this district has ever told children that they cannot speak Spanish," said Isaac superintendent Paul J. Hanley. "We've just encouraged our staff to use good English whenever possible."

Molera denied his support for the ban was prompted by charges from political opponents that he had been lax in implementing Proposition 203—the anti-bilingual education measure overwhelmingly approved by voters in 2000. It permits limited Spanish to help clarify classroom lessons.

"This is about academics, not politics," Molera said. "We're trying to ensure that kids are proficient in English by third grade, and full immersion could help."

Penny Kotterman, president of the Arizona Education Association, said demanding that children speak only English outside of the classroom goes beyond the law.

"It harkens back to the days when children were punished for speaking Spanish on campus," she said.

Tom Pickrell, attorney for the Mesa Unified School District, said schools could force teachers to speak only English to students and parents.

But he doubted they could keep students from speaking foreign languages outside the classroom.

"There could be pretty significant First Amendment issues linked to a student's right to freedom of speech," he said. ■

Robot Tests Linguistic Theory

A ROBOT named "Albot" is being used to challenge the theory that children are born with an innate "universal grammar."

Albot is being taught English in the same way that a child learns the language. He is also learning to move in the way a child does.

His inventor, Professor Albert Yeap, of the Auckland University of Technology in New Zealand, says, "I have developed a theory that people move around by first capturing a representation of local spaces, then joining them together to form a cognitive [learning] environment."

Albot's computer program is based on the premise that children learn sentence structure starting with the simple idea of "left" and "right", and put words together using simple rules about which kinds of words come to the left or right (before and after) other words.

"We are testing that with the robot to understand how the robot can move about on its own and capture a representation of the environment without being told; without being given a map," said Yeap. ■

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Bush Calls for Great Expectations

PRESIDENT BUSH has called for increased educational opportunities for minority students.

"Some believe certain children can't learn," Bush said. "I don't believe that.... I want to make sure we challenge a system that sometimes has got standards so low, it's what I call the soft bigotry of low expectations."

The president made his call during a visit last month to Orange County, California.

Immigrant children who come from non-English-speaking families, and urban African American children, are the victims of low expectations, he said. To raise achievement, they must be held to high standards and be provided funds.

"We must recognize the facts," he said. "Too many of our Latino children are not learning to read early enough.... I don't care for the fact that a lot of the youngsters, the Latino youngsters, don't go to college. It's not a good statistic for America."

During his visit, Bush announced that California's Reading First program had been earmarked to receive a $133 million grant from the Department of Education.

"One of the reasons why California is one of the first states to receive the grant is because California is using research-based instruction to teach reading," the President said, "not what sounds good, not what feels good, but what actually works."

President Bush (left) and Sen. Edward Kennedy—at odds on education standards.

Bush's remarks follow a recent report that faulted his administration for failing to provide more funding to teacher training, bilingual education programs and immigrant education.

The report, by the Senate Education Committee and the Congressional Hispanic Caucus, revealed that Latino students are four times as likely as non-Latino white students to drop out.

"The report's findings are clear: Now, more than ever, it is crucial to invest in the future of America's Hispanic children," committee Chairman Sen. Edward Kennedy, D-Mass., said in a statement.

"This administration has failed to provide the necessary funding to ensure that these children are not left behind," he added.

White House spokesman Taylor Gross defended the administration's record, saying it has provided significant overall increases in its last two education budgets.

"We have empowered state and local school districts to have greater flexibility and to use the funds to meet the needs of their students," Gross said. ■

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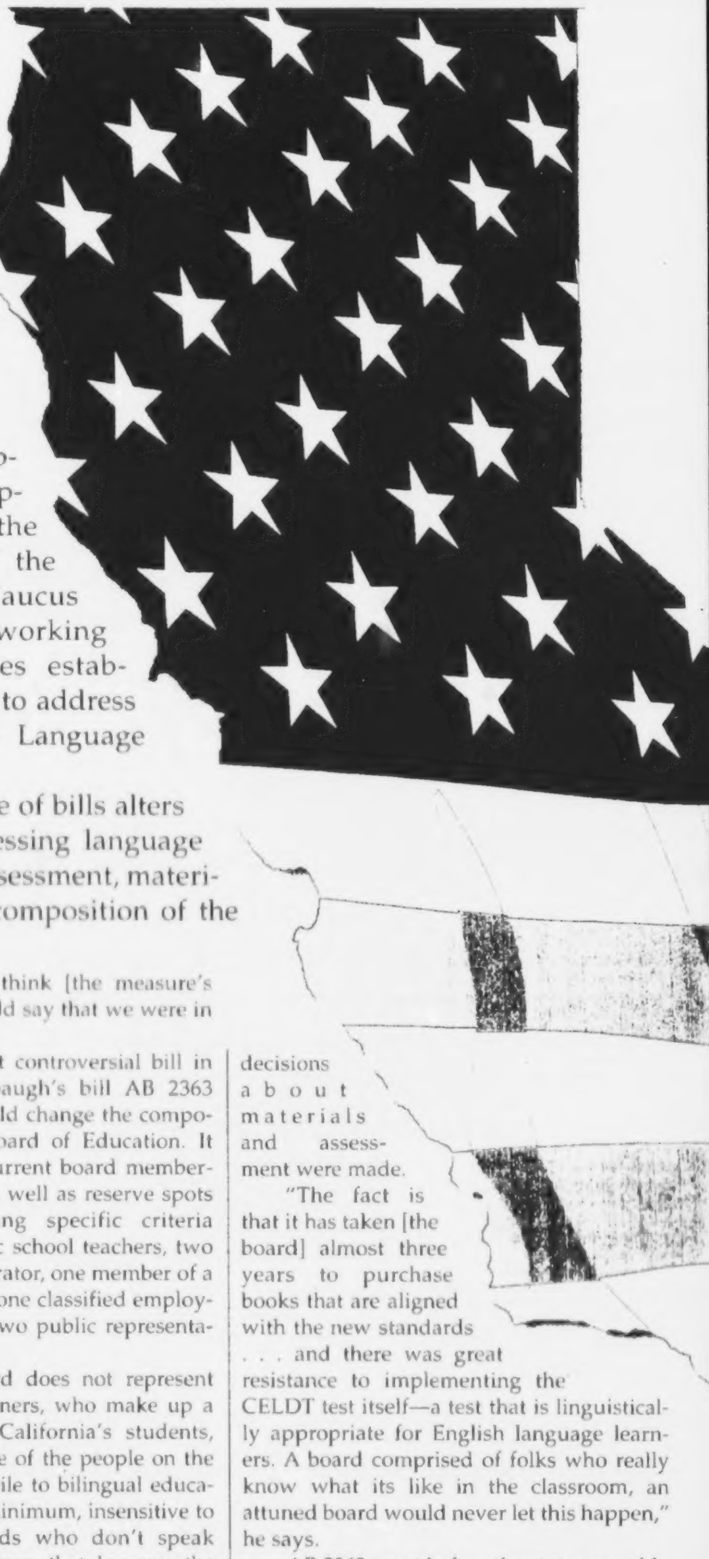
As California's Latino Caucus pushes forward with a package of bills addressing the needs of English Language Learners, **Rachel Rosmarin** meets the man behind the move



California Assembly majority leader, Marco Firebaugh.

The former opponents of Proposition 227, the Democrats of the Latino Legislative Caucus (CLLC), are now working within the boundaries established by the measure to address the needs of English Language Learners (ELLs).

Their new package of bills alters current laws by addressing language rights issues such as assessment, materials, teacher credentialing, parents' rights and the composition of the State Board of Education.

California Assembly majority leader and CLLC Chair-Elect Marco Firebaugh (D-Los Angeles), says part of the caucus' 2002 agenda was designed to protect the rights of English language learners in public schools. "If you don't pay attention to the specific linguistic needs of a young person you are putting them on a course to fail," says Firebaugh. "And we thought, in a post-227 environment, that focusing on the language rights of students had to be our principle source of attention."

Firebaugh places language rights as one of his top priorities because of his own experiences in California schools. "I grew up in a Spanish-speaking household and community," he says. "I came to the public school system not speaking a word of English and I watched and learned, and through that I saw that without resources and without attention and support, kids will fail. Better said, our schools will fail our kids."

Firebaugh says none of the caucus' bills contradicts Prop. 227. "Everything we are doing is absolutely consistent with 227 but there is always some diversity of opinion," he says. "I mean, I think [the measure's backer] Ron Unz would say that we were in disagreement."

Perhaps the most controversial bill in the package is Firebaugh's bill AB 2363 which, if passed, would change the composition of the State Board of Education. It would increase the current board membership from 10 to 11, as well as reserve spots for members meeting specific criteria including three public school teachers, two parents, one administrator, one member of a district school board, one classified employee, one student and two public representatives.

The current board does not represent English language learners, who make up a large percentage of California's students, says Firebaugh. "Some of the people on the board are openly hostile to bilingual education, others are, at a minimum, insensitive to the needs of the kids who don't speak English." Firebaugh says that because the current board is not composed of people with a direct professional and personal connection to English Language learners, bad policy decisions about materials and assessment were made.

"The fact is that it has taken [the board] almost three years to purchase books that are aligned with the new standards . . . and there was great resistance to implementing the CELDT test itself—a test that is linguistically appropriate for English language learners. A board comprised of folks who really know what its like in the classroom, an attuned board would never let this happen," he says.

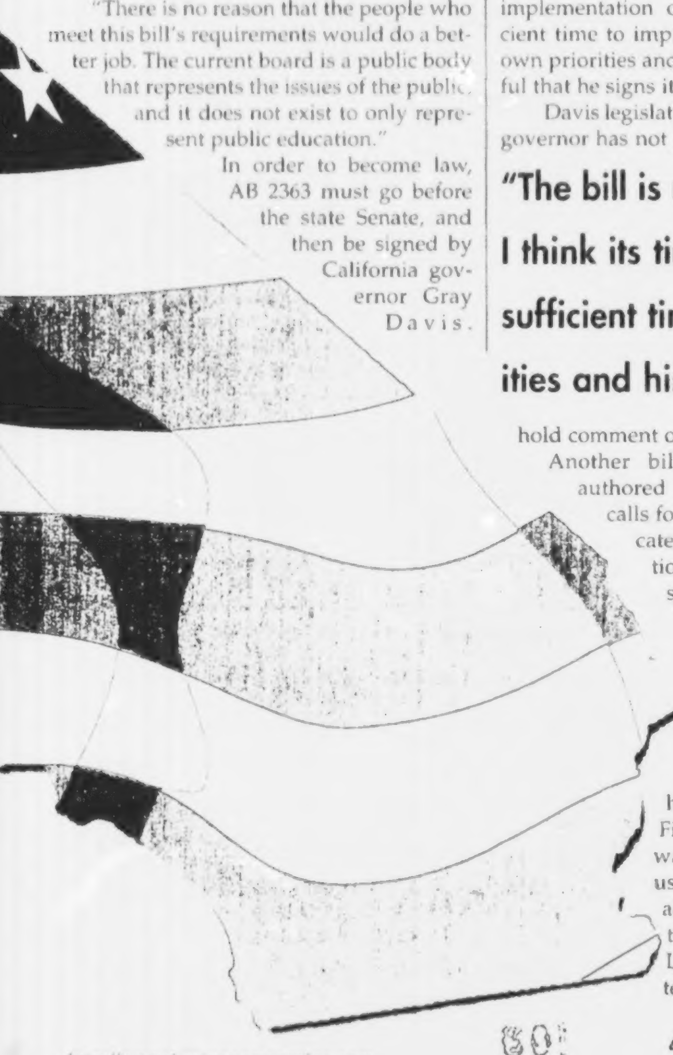
AB 2363 went before the state assembly in late May where it passed with some bipartisan support. Assembly minority leader David Cox (R-Sacramento), however,

Working for Students' Language Rights

voted 'No' on the bill. "The problem with this bill is that the governor should be able to make all appointments," says Peter Di Marco, a Cox representative. "Of course, the Senate reviews those appointments, but the governor should have discretion. Our republican legislature is reluctant to make this kind of change because this is the process by which our government has always worked."

"There is no reason that the people who meet this bill's requirements would do a better job. The current board is a public body that represents the issues of the public, and it does not exist to only represent public education."

In order to become law, AB 2363 must go before the state Senate, and then be signed by California governor Gray Davis.



Firebaugh says he can't predict whether Davis will sign his bill or not, but believes the governor is an ally. "He's someone who is always willing to do things better, a progressive thinker, and since this bill allows for members on the board today to serve out their terms, he will be able to appoint new members who satisfy the criteria."

"The bill is not intended to be hostile to the governor, and I think its timeline for implementation offers the governor sufficient time to implement it according to his own priorities and his own needs. I'm hopeful that he signs it," says Firebaugh.

Davis legislation representatives say the governor has not yet seen AB 2363 and will hold comment on it until October.

"The bill is not intended to be hostile to the governor, and I think its timeline for implementation offers the governor sufficient time to implement it according to his own priorities and his own needs. I'm hopeful that he signs it."

Another bill the in package, also authored by Firebaugh (AB 741), calls for a yearly $50 million allocated for adult English education within Prop. 227 to be spent in a different manner. "That money was appropriated through 227 and it was intended to help kids who are not English proficient by training adults—their parents—to help their children," says Firebaugh. "Right now, the way that money is being used, is simply to train adults with no linkage to training their own kids. Let's spend this money better. Reform is never free, and we have to make a conscious decision to invest this way."

AB 741 passed unanimously in the Assembly, with full bipartisan support. "We support this bill because we want to better prepare our students in the classroom. It is a step in the right direction," says Di Marco.

Firebaugh says he doesn't think every one of the bills in his caucus' agenda will be signed and enacted, but he does think these bills will pave the way towards reform. "I think we will make significant progress and give these kids a fighting chance at success. It will be a long fight, but we aren't going away. Our caucus grows every two years."

"The folks in charge don't look like me or the kids I represent and largely don't have a whole lot of experience with them. But these kids are California's kids. It's like a big ship that needs to change course and it's hard to do—and we don't want to delude ourselves about this being an easy undertaking—though we have come to the absolute conclusion that if we don't fight this fight nobody will."

Firebaugh holds the highest esteem for a California public education. He moved to California from Mexico at the age of five, and attended public school from kindergarten through law school. "If not for a public education I wouldn't be where I am today, as the majority leader of the California Assembly."

"Not bad for a kid from Mexico," he adds. ■

Rachel Rosmarin is a freelance journalist.

María S. Quezada discusses how legislators are addressing the needs of California's language learners

Hats Off to the California Latino Caucus

California's public school population has changed dramatically in the last few decades. Forty percent of all English learners in the United States live in California and the majority of public school students in California are Latino and Asian. Of nearly 6 million students, approximately 1.5 million are classified as English learners (82% of them speak Spanish) with 70% of English learners enrolled in the primary grades. This presents a tremendous challenge to many, including policymakers and legislators who develop and pass educational laws, guidelines and regulations; educators who teach in classrooms where English is the only language of instruction; students, who have to learn content in English while their English skills are developing; and parents, who must advocate for equitable educational practices for their children.

These very challenges and the fact that California's schools are not responsive to the needs of English learners prompted the California Latino Caucus, under the leadership of Senator Richard Polanco and Assembly member Marco Firebaugh, to make the education of English learners a high priority for the 2002 legislative year. In their "Working Families Agenda of 2002" the Caucus outlined several Language Rights Policy Initiatives. "Protecting the Rights of English Language Learners in California's Public Schools" is one of these initiatives. The core principle outlined in this initiative is to ensure that English language learners have a fair and equal opportunity to learn and succeed. Given the high-stakes reforms being implemented across all areas of the educational agenda, the members of the Latino Caucus believe that every student in California's schools must have an equitable and quality educational experience and achieve academic success. This belief is being translated into legislative action on behalf of students, who come to school with non-English backgrounds, and their parents, who want to participate in their education.

The Latino Caucus' legislative proposals for English learners in their "Working Families Agenda for 2002" includes a call to: 1) strengthen the participation of parents of English Language Learners in the education of their children; 2) strengthen existing laws regarding teacher credentialing; and 3) provide adequate resources for student achievement to allow for a comprehensive assess-

continued p.18

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ment of English language learners. Following is a brief listing of the bills proposed and currently progressing through the legislative process.

- AB 2363 (Marco Firebaugh)—this bill proposes new eligibility criteria for the appointed members of the State Board of Education and requires that the Board membership have expertise in the research, methodology, and teaching of English learners. The intent of this bill is to establish a State Board of Education that is responsive to the needs of all parents, teachers, and most importantly, to the educational needs of every student in California.
- SB 1595 (Martha Escutia)—this bill addresses the issue of meaningful involvement of immigrant parents and parents of children who are English learners in their children's education. It will clarify and strengthen present law that requires the establishment of English Learner Parent Advisory Committees and the right of parents to receive information about the schooling of their children.

> "In today's harsh political climate regarding immigrants and diverse background students the Latino Caucus has taken a bold step by targeting their efforts on educational issues impacting English Learners."

- SB 1665 (Richard Polanco)—this bill clarifies and strengthens current law requiring that English learners be assessed to determine their English language ability within 30 days of enrollment; that parents be sent information about this assessment; that teachers have appropriate materials aligned to the English Language Development Standards; that teachers have the training and ability to teach a second language to students whose first language is not English; that the State Board of Education develop statewide criteria to determine when English learners have the ability to participate fully (be reclassified as English proficient) in a mainstream English classroom; and establishes English learners as a designated significant group in the statewide ranking of the School Academic Performance Index.

- SB 2083 (Richard Polanco)—this bill conforms state laws regarding English learners and immigrant students with the Title III provisions of the new federal law, "No Child Left Behind Act" of 2002 to ensure that federal resources are used to enhance the instruction of English learners by ensuring that federal guidelines are met and that an English Learner Teacher Coaching Program be established to ensure quality professional development for teachers working with English learners. These bills—along with other bills by Senator Nel Soto and Assembly member Jenny Oropeza—formed the legislative initiative on behalf of English learners. In today's harsh political climate regarding immigrants and diverse background students the Latino Caucus has taken a bold step by targeting their efforts on educational issues impacting English learners. The education of language, racial, and culturally diverse students is filled with complex issues and is always a politically charged topic. Because they constitute a significant number of students; however, California's future in the world market and society hinges on their success. We salute these legislative leaders, who believe that English Learners deserve the right to an equitable education, and that these children are an important segment of the student population and bring rich cultural and linguistic resources to California. ■

Maria S. Quezada, Ph.D., is the executive director of the California Association for Bilingual Education.

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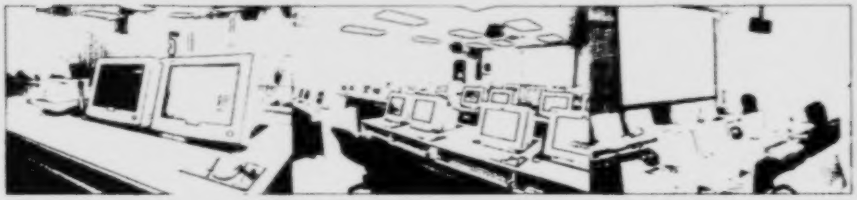

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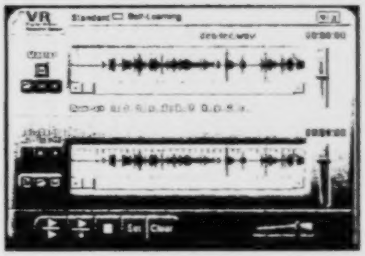

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Games Without Frontie

Nile Stanley advocates the use of game-based teaching in ESL classrooms

I hear and I forget
I see, and I remember
I do, and I understand.
- Chinese Proverb

If students only listen to spoken language, they will forget their lessons. If they only see the teacher or someone else use language, they will remember their lessons briefly. If students are given the opportunity, however, to use language and experience language as a tool for thinking, then they will understand their lessons. Teachers of English as a second language (ESL) are always looking for activities to engage their students. If used thoughtfully, game-based teaching will enhance all aspects of language learning.

A three dimensional framework for organizing the learning outcomes of reading instruction that is applicable for ESL was developed by Duffy and Roehler (1993). A game or activity can be used to accomplish three types of outcomes, which are attitude, process, and product. The first type of outcome concerns attitude, a component of the affective dimension, which I have observed to be an often-neglected aspect of the curriculum. Promoting positive attitude in your classroom involves fostering the joy and excitement of learning. The second type of outcome concerns process or skills, where students learn to sequence when given directions or when finding and listing key vocabulary from a reading passage. The third type of outcome is product, which is concerned with understanding the content of reading passages.

Games can be used effectively to focus on one or all three of the outcomes. Games can be used to teach every aspect of the ESL curriculum. Games can, however, become ends to themselves. Young children can become so caught up in fun of the game they do not focus on the academic learning. Thus, in some cultures, the fun and laughter of games may be met with skepticism. When I was showing a group of Korean students how to perform humorous poetry, I asked their Korean teacher what he thought of making learning fun. He stressed the importance of an orderly classroom by saying, "In Korean schools students are expected to sit quietly and respect the teacher."

Teachers will want to align the learning objectives of games to the national standards of Teachers of English to Speakers of Other Languages (TESOL). It is crucial teachers explain to students and parents the specific learning outcomes they are trying to enhance through gaming. Students, parents, and teachers will benefit from understanding the educational purpose of games.

"It is crucial teachers explain to students and parents the specific learning outcomes they are trying to enhance through gaming. Students, parents, and teachers will benefit from understanding the educational purpose of games."

Cambourne, Labbo, and Carpenter (2001) researched game-based teaching to find out what makes for a successful teaching-learning activity. To answer the question, the researchers collected data on student teacher interactions from nine classrooms in the first grade to fifth grade in two schools over nine consecutive years. Both schools were located in lower socioeconomic districts that included non-English speaking students and some indigenous Aboriginal backgrounds. The major conclusion of the study was that successful teaching and learning activities can be characterized by meeting three necessary criteria.

- Engagement in activity
- Internalization and transfer
- Promotion of collaborative, independent, and interdependent learning

Here are some useful guidelines as you plan for effective ESL gaming with your students. First, engage your students with games that promote active involvement so the work seems like play. Build in success for all the participants. Try to achieve at least a 75% success rate. Keep the rules and procedures simple. Use colorful props enthusiastically! For example, imagine Vanna White, the world's most popular spelling teacher on *Wheel of Fortune*, without the wheel, without the buzzers, flashing lights, or prizes. Second, the games should clearly show that the students could maintain learning in other academic contexts. Playing an alphabetizing game has more meaning if later the students put the skill to use looking up vocabulary in a dictionary. Occasionally a game may be unrelated to your content if you are fostering attitude in a get acquainted icebreaker or a game to build trust.

Finally, game playing should promote flexible grouping. Learning is optimized when students can work in multiple groupings, such as whole groups as communities of learners, small groups as teams, or individuals. Vygotsky (1978) observed that all learning occurs first on the social plane first. He noted that play functions as a powerful scaffold for developing language and thinking. Role playing games stretches the players to do more complex cognitive activities, as the other-regulated activities become the self-regulated activities. Vygotsky (1978) stated, "In play, a child always behaves beyond his average age, above his daily behavior. In play, it is though he was a head taller than himself" (p. 102).

ESL games can be easily adapted from TV game shows like *Wheel of Fortune*, *Who Wants to be a Millionaire*, and *Jeopardy*. The TV game show, *Make Me Laugh*, is fun to use in the ESL classroom to develop oral language, reading vocabulary and comprehension. Known as the laughing contest, it has been used by the Inuit culture for entertainment and distraction from the long arctic winters. Here is an example of *Make Me Laugh* adapted for classrooms.

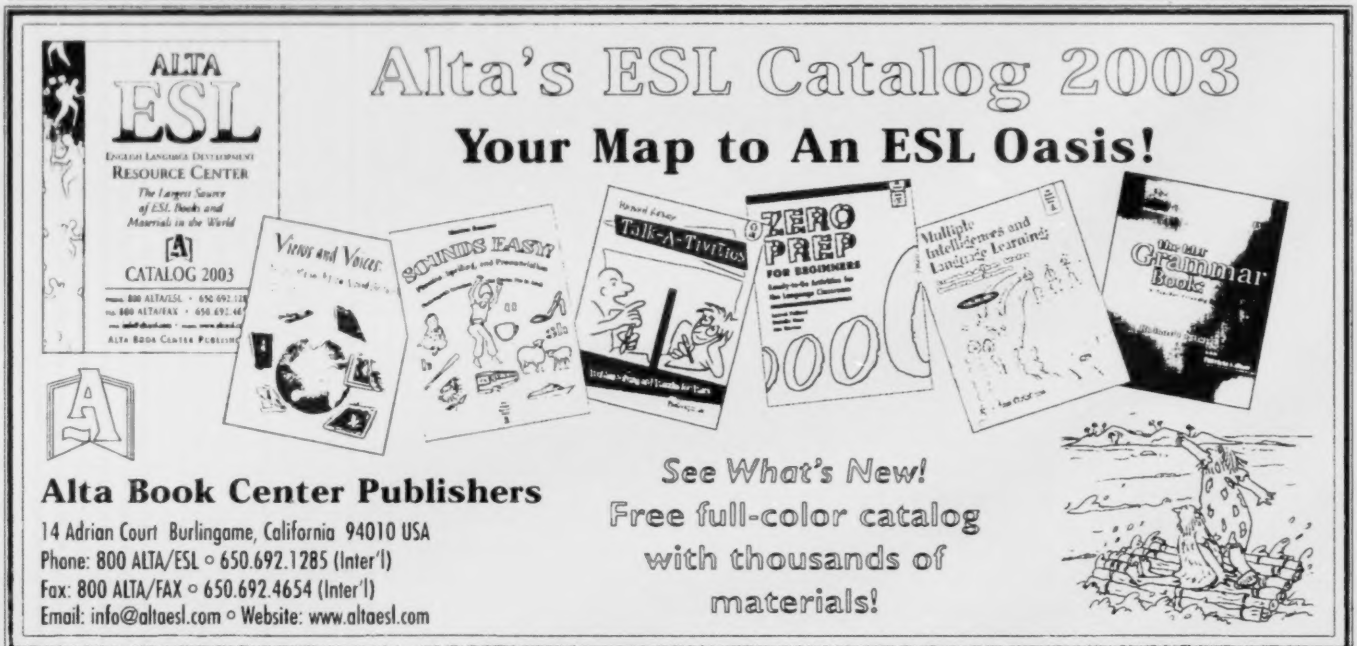
Game: Make Me Laugh

Related TESOL Standard: To use English to communicate in social settings.

Objectives:

Attitude: Enjoy using English for personal expression. Value humor as a conversation tool for interpersonal communication that can build rapport, ease tension, and build group unity.

continued p.22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ESL Games on the Net

http://members.tripod.com/~ESL4Kids/games.html
The EFL Playhouse features games and activities for younger students.

http://iteslj.org/
The Internet Teachers of English as a Second Language (TESL) Journal. This source offers online interactive games in twenty languages. Includes crosswords, language games, grammar, vocabulary, and idioms. Requires free computer plug-ins of Java, Flash, and Shockwave.

http://www.tesol.org/
Teachers of English to Speakers of Other Languages ESL standards for Pre-K-12 students articulate the English language development needs of ESOL learners, provide directions to educators on how to meet the needs of ESOL learners and emphasize the central role of language in the attainment of other standards. Teachers will want to align their game-based objectives with these standards.

http://www.onestopenglish.com
One Stop English, sponsored by Macmillan Publishers Ltd, is a comprehensive site offering online journal, teacher lesson share, and many animated, interactive ESL games and activities.

from p.21

Process: Listen and understand various forms of humorous expression, such as one liners, puns, and anecdotes. Read, comprehend and tell jokes using effective vocal expression and body movement.

Product: Be able to discuss vocabulary, and various forms and techniques of communicating humor, such as sarcasm, exaggeration, and double meanings.

Procedure:

- Teacher reads jokes from the ESL Jokes Online site http://iteslj.org/c/jokes-short.html and models effective delivery of humor. "My student who did not speak much English wanted to impress me one day. She had to walk past me while I was talking to someone. She said, "Excuse me, can I pass away?"
- Students work in small groups reading, telling, and copying jokes from websites or appropriate level library books.
- Have a laughing contest where students take turns in trying to make another contestant student laugh. The winner is the comic who can make the contestant laugh the most and the quickest within a one-minute time limit.

Rules:

Contestant students must sit in the chair facing the comic with direct eye contact. Comics verbalize and act out humor to make contestant students laugh. Comics are not allowed to use vulgar language.

Applications:

- Students will be able to integrate humor effectively into a brief oral report for the class.
- Students will self select humorous books for independent reading, such as books with jokes, cartoons, stories, riddles, or poetry.
- Students will copy favorite jokes for inclusion in a joke file in the class laugh laboratory for independent reading.

> "My elementary students ask to play the game again and again and I have observed them playing the game on their own on the playground and after school."

I have successfully used *Make Me Laugh* with students in the second grade through adult. My elementary students ask to play the game again and again and I have observed them playing the game on their own on the playground and after school. When a child internalizes a game and then teaches it to another child, learning is maximized. Some of the second graders who seem to have poor language skills suddenly became star stand-up comics and sophisticated humorists when playing the game.

You too can invigorate your teaching and engage students in language learning through games. Keep learning objectives in mind when planning games. Develop attitude, process, and product goals. Align your teaching with national standards. Use flexible grouping. Aim instruction higher than the level where the students are independently working so they are challenged. Guide students to apply lessons learned in new contexts. And remember:

A merry heart doeth good like a medicine.
- Proverbs 17:22

ESL Game-Based Books

Eihorn, K. (2001). *Easy & Engaging ESL Activities and Mini-Books for Every Classroom: Terrific Teaching Tips, Games, Mini-Books & More to Help New Students from Every Nation Build Basic English Vocabulary and Feel Welcome!*
Scholastic Professional Book Division. ISBN: 0439153913.
Reading Level age 4 to 8. Meets TESOL Standards.

Forte, I., Pangle, M. A., & Drayto, M. (2001). *ESL Reading and Spelling: Games, Puzzles, and Inventive Exercises.* Incentive Publications. ISBN: 0865304882.
Imogene Forte is a prolific writer of many popular game-based education books for teachers.

Claire, E., & Gerne, E. (1997). *ESL Teacher's Activities Kit*, 6th Edition. Prentice Hall Trade. ISBN: 0132839792.
Easy-to-use, comprehensive, leveled language-generating activities to increase the motivation and participation of English-as-a-second-language students. Spiral binding, 288 pages.

Fremont, V., Flores, A. & Flores, B. (1995). *Games and Puzzles for English As a Second Language.* Dover Publishing; ISBN: 04862 84689.
Many good ESL games and activities are included.

McCallum, G. P. (1980). *101 Word Games for Students of English As a Second or Foreign Language.* Oxford University Press. ISBN: 0195027426
Leveled games, elementary through adult focusing on vocabulary, spelling, writing and role play.

Peregoy, S. F., & Boyle, W. F. (2001). *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers.* Boston, MA: Addison Wesley Longman. ISBN 0-8013-3249-4.
While this is not specifically a book of games it is an exemplary text for understanding how to effectively teach second language learners reading and writing. A popular text in university classrooms, it presents current theories and practices of language learning.

References:

Cambourne, B., Labbo, L.D., & Carpenter, M. (2001). *What do I do with the rest of the class?: The nature of teaching-learning activities.* Language Arts, 79 (2), 124-135.

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Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: MIT Press.

Nile Stanley is an associate professor of Education at the University of North Florida, Jacksonville. He teaches courses and workshops on game-based teaching.

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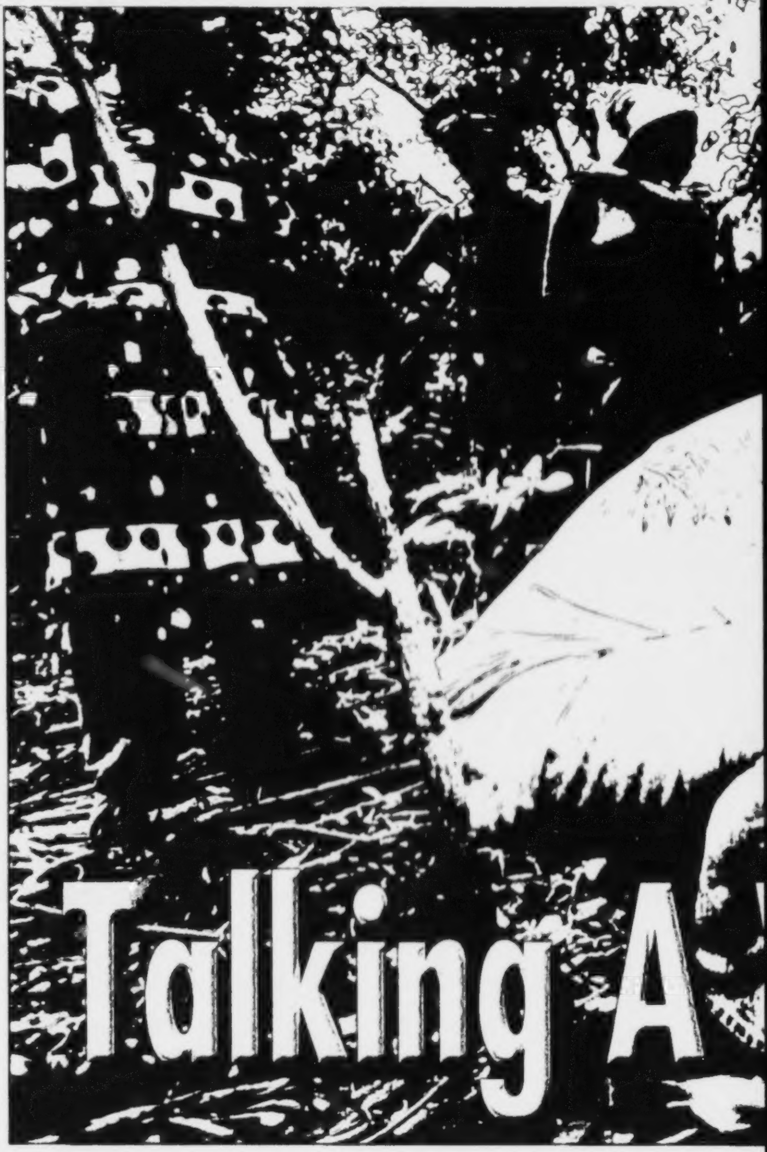


Steven Donahue describes the importance of language training for Peace Corps volunteers

Speaking in some 350 languages, the Peace Corps has been making a difference worldwide ever since 1960 when President John F. Kennedy made an impromptu speech at the University of Michigan in Ann Arbor.

Kennedy had been unable to sleep during an arduous campaign swing through the Midwest—he conceived of an international volunteer corps during a middle of the night brainstorm. The next day, the university students were challenged to serve their country in the cause of peace by working in developing countries.

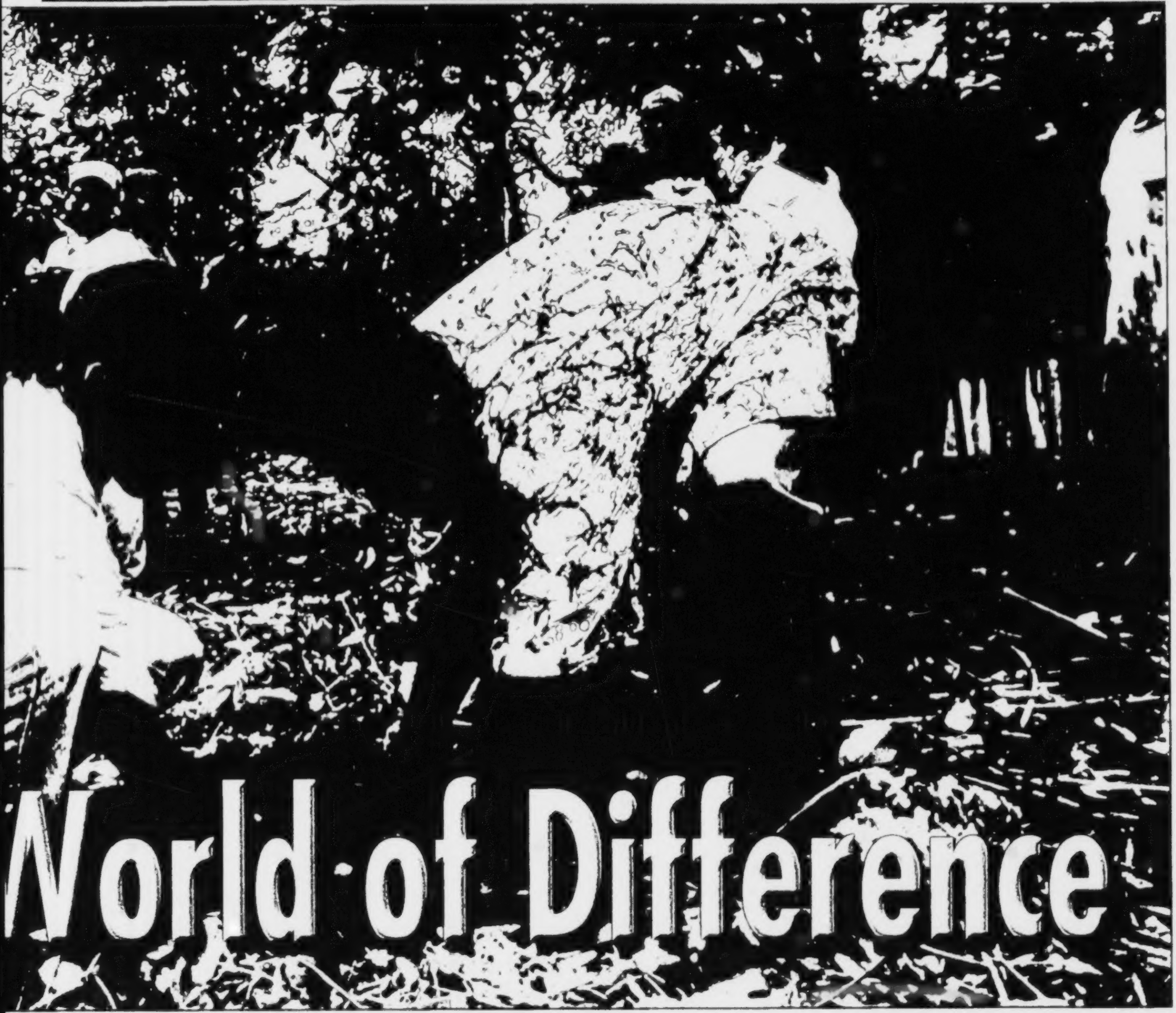
Since then, over 160,000 Americans have answered the President's challenge. Peace Corps volunteers have worked in numerous worthwhile projects including AIDS awareness campaigns in sub-Saharan Africa and municipal development programs in Central America. Earlier this year, the first group of Peace Corps volunteers left Washington D.C. to serve in the newly-independent nation of East Timor, formerly part of the island nation of Indonesia, where they will set up foundations for sustainable development projects.

Each year, the Peace Corps sends 7,500 volunteers into a world divided into three regions known by the acronyms: EMA, IAP, and AFR. EMA includes Europe, the Mediterranean, and Asia. IAP stands for Inter-America, (includes Central, South American and the Caribbean), and Pacific. The third region is Africa, an area of special focus including Francophone Africa. The global nature of this mission means that language is a key factor for the success of Peace Corps programs.

"Language is the glue that makes the Peace Corps work on the local level," says Gladys Brignoni, the language, cross-cultural training and testing specialist for the Peace Corps who overseas an extensive training program in languages ranging from Adjani to code Zula (Xhosa). Jim Jarrard, the Corps' knowledge management specialist, echoes Brignoni's emphasis on the importance of language skills. "The number one priority of the Peace Corps is the safety of its volunteers and safety and language skills are inextricably linked," Jarrard said.

DeDe Dunevant, the Peace Corps' marketing specialist, describes the process for a volunteer as a series of stages: "Stage One is the Application. Stage Two is the Interview with recruiter at one of 11 regional offices. If successful, the applicant becomes a Nominee and their file is sent to Washington, D.C. Once the file is matched up according to needs of host countries, the Nominee then becomes an Invitee, and must accept within ten days. Invitees then undergo training in the country of service for three months, concentrated on safety and security, learning the local language, cultural issues, and technical skills for the post." During training, most trainees are placed with a host family so he or she can rapidly develop language skills and form lasting and authentic links to the community they will be serving. Following the training, the person becomes a fully-fledged Volunteer.

To test the language skills of trainees, Gladys Brignoni uses a Language Proficiency Interview (LPI) based on the Oral Interview utilized by the American Council on the Teaching of Foreign Languages (ACTFL). Brignoni says that the ACTFL test is more responsive to the Peace Corps' needs than the scale utilized by most federal agencies because it is concerned with actual communication skills, and not the nuances of grammatical accuracy that could



World of Difference

impact diplomatic missions.

Brignoni believes that cross-cultural training is critical for the Peace Corps trainees. "We first try to get the trainee to truly understand his or her own culture, she says. "[Then] we address the cultural similarities and differences in the new country," she said. Other key cultural concepts covered in the training include collectivist vs. individualist issues, direct communication vs. indirect communication, and task focus vs. relationship focus modes.

After their stints, all Volunteers enter the halls of esteemed Peace Corps Alumnae, a national repository of country and language-specific skills that greatly benefits the United States. As Jim Jarrard remarks, "The number of return Peace Corps volunteers in the U.S. Agency for International Development (USAID) and the Department of State is quite remarkable."

Gaddi H. Vasquez is the first Hispanic-American director of the Peace Corps. Like all his predecessors, Vasquez reports directly to the President. Vasquez says of the future of the Peace Corps, "Never in the history of our nation has the mission of Peace Corps been more important. While the world today is very different from how it was in 1961, and even more so since September 11th—the American spirit of sharing with others remains a fundamental part of our democratic society."

Etched in a granite memorial at the Eternal Flame in Arlington Cemetery is the Kennedy quote: "My fellow citizens of the world. Ask not what America will do for you. But what together we can do for the freedom of man." The litmus test for success is marked by the withdrawal of the Peace Corps when it pulls up stakes and is no longer needed. Estonia, Latvia, Poland, Czechoslovakia, Hungary, and Slovakia have made the transition from developing to developed nations and the Peace Corps has moved on to do more good works in other places, in almost every language on earth. ■

A special information meeting for educators interested in joining the Peace Corps or learning more about Peace Corps overseas teaching opportunities: **Oct. 1st Tuesday,** 6pm, Westside Pavilion Mall- Community Center Room C, 10800 W. Pico Blvd., Los Angeles, CA; **Oct. 5th Saturday,** 1pm, Westside Pavilion Mall- Community Room A&B **Oct. 6th Sunday,** 5pm Westside Pavilion Mall- Community Room B

Steven Donahue, a professor of ESL at Miami-Dade Community College, is the features editor of *Language Magazine*.

Marjorie Hall Haley addresses the need for diversity in the teaching profession

Hearing Every Voice While Seeing Every Face

Over the past 10 to 15 years, there has been a simultaneous decline in the number of African-American, Hispanic, Asian, and Native American teachers in U.S. schools and an increase in the number of students among these same groups of color. This decline, unfortunately, holds true in classrooms with culturally, linguistically, and cognitively diverse students. A shift in the demographics of our nation coupled with special attention toward national educational goals and standards as we approached the new millennium created a fertile opportunity for creating change in our teaching force in order to meet the needs of the pluralistic classrooms of the twenty-first century.

I firmly believe that American public schools reflect diversity only in their student populations, not in their teaching force. Further, I fully accept responsibility to ensure that my students in our teacher education program are trained to "hear every voice and see every face." Despite efforts by some school districts to hire teachers of color, most have overwhelmingly White faculties. Most school districts still fail to hire teachers of color proportional to the increasing number of diverse students in school. This shortage of teachers of color becomes more acute each year. As an educator in a graduate school of education, devoted to training teachers, I can attest that the reality

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from p.26

is a mirror image of the national dilemma—there are a disproportionate number of students of color in teacher education compared to White students. This dilemma appears to be nationwide. It seems that as the demand for teachers of color rises, the supply falls. Despite the need, the number of teachers of color continues to decline.

This decline is blatantly evident, especially in schools in which there are growing populations of students who speak languages other than English. Furthermore, the numbers represent an imbalance in our schools that goes beyond what the statistics and the numbers convey. At this time, there is a heightened awareness of the need for a more accurate representation of our country's actual demographic distribution of ethnicity and race in the teaching force. There is also an immediate need to prepare all teachers to meet the needs of the increasingly diverse student population from a variety of cultural, linguistic and cognitive backgrounds as we simultaneously try to increase the number of teachers of color in our teacher pool.

The language teaching profession today is not immune from this dilemma. It is faced with increasing enrollments and a shortage of qualified teachers. At the same time, a rapidly changing student population, nationwide reform, and the development of national standards for English Language Learners (ELLs) is placing a number of new demands on teachers.

El plátano
a manzana

Celebration of Teaching and Project Diversity at George Mason University

An initiative at George Mason University in Fairfax, Virginia is aimed at recruiting all students, but particularly students of color, into the teaching profession. Celebration of Teaching is a conference which is part of a larger effort entitled Project Diversity whose goal is to form partnerships for improving the education of students in the public schools of Northern Virginia by establishing a system of early identification, recruitment, financial and academic support which will bring the percentage of teachers of color trained at GMU into alignment with the minority enrollment of the university and public schools.

The primary purpose of the conference, now in its seventh year, is to work in collaboration with surrounding school systems to increase the interest of high school students in the field of education and to increase the number of students of color in the teaching profession, and particularly in the teacher education program at George Mason University. Begun as a pilot in 1996, the conference invited students from five area high schools with dominant populations of culturally and linguistically diverse students. The conference was such a success in its pilot stage that its repeated effort was expanded to include seventeen high schools with large populations of students of color in four school districts and to double its number of participants and presenters. In 2002 over 400 students attended.

Other Efforts to Address the Need for Teachers of Color

Despite efforts at George Mason University for several years to increase the number of students of color in its teacher education program, the diversity of the program population still did not adequately reflect the proportional number of students of color in the public schools area's. In an effort to remedy this situation and to meet the challenge of a recent NEA policy stating that American students must learn the academic, personal, and social skills they need to function adequately in the multicultural workplace of the future (NEA 1998), George Mason University has taken several steps to help meet the increased needs and expectations of the twenty-first century. First, it has begun to form partnerships for improving the education of students in the public schools of Northern Virginia by establishing a system of early identification (the Early Identification Program), recruitment, financial and academic support. This will bring the percentage of teachers of color trained at GMU into alignment with the enrollment of students of color at the University and in the public schools in the area. Second, it is communicating with students and parents of color, as well as counselors about the benefits of teaching. Third, it has begun work with surrounding school systems and their school administrators to establish Future Educators of America chapters or Teacher Cadet courses for prospective educators. A Celebration of Teaching embodies all of these goals and is helping this university to reach out to the schools to meet the challenge of addressing the need for teachers of color in America's classrooms, ensuring that every teacher "hears every voice while seeing every face." ■

Marjorie Hall Haley, Ph.D. is associate professor of education in the Center for Multilingual/Multicultural Education in the Graduate School of Education at George Mason University in Fairfax, Virginia.

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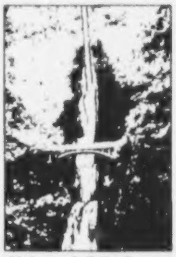

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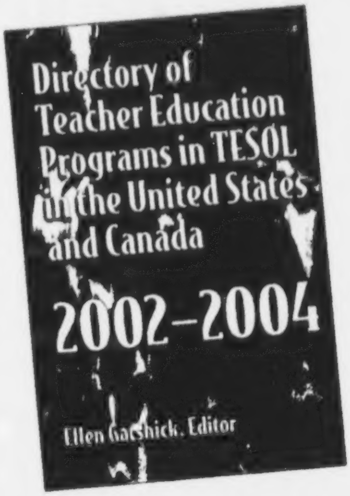

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Teaching Succes

Insil Chang says that teachers must take responsibility for student achievement in the multicultural classroom

Although the population of culturally and linguistically diverse students is increasing, many minority students are still less successful in the American education system than white students. Most people agree that minorities are struggling more than the majority population in the educational system, but the exact reason for their poor performance is still controversial. Some researchers attribute the poor performance of non-white students to the inherited characteristics of the students, or to their family or cultural environment, whereas others attribute it to the general educational system. Nietro (1992) explains these phenomena by criticizing the structure of the American educational system, which is based on the perception of the superiority of one group over another. Minority students are evaluated based on the criteria of the European American, upper middle class, and English-speaking male culture.

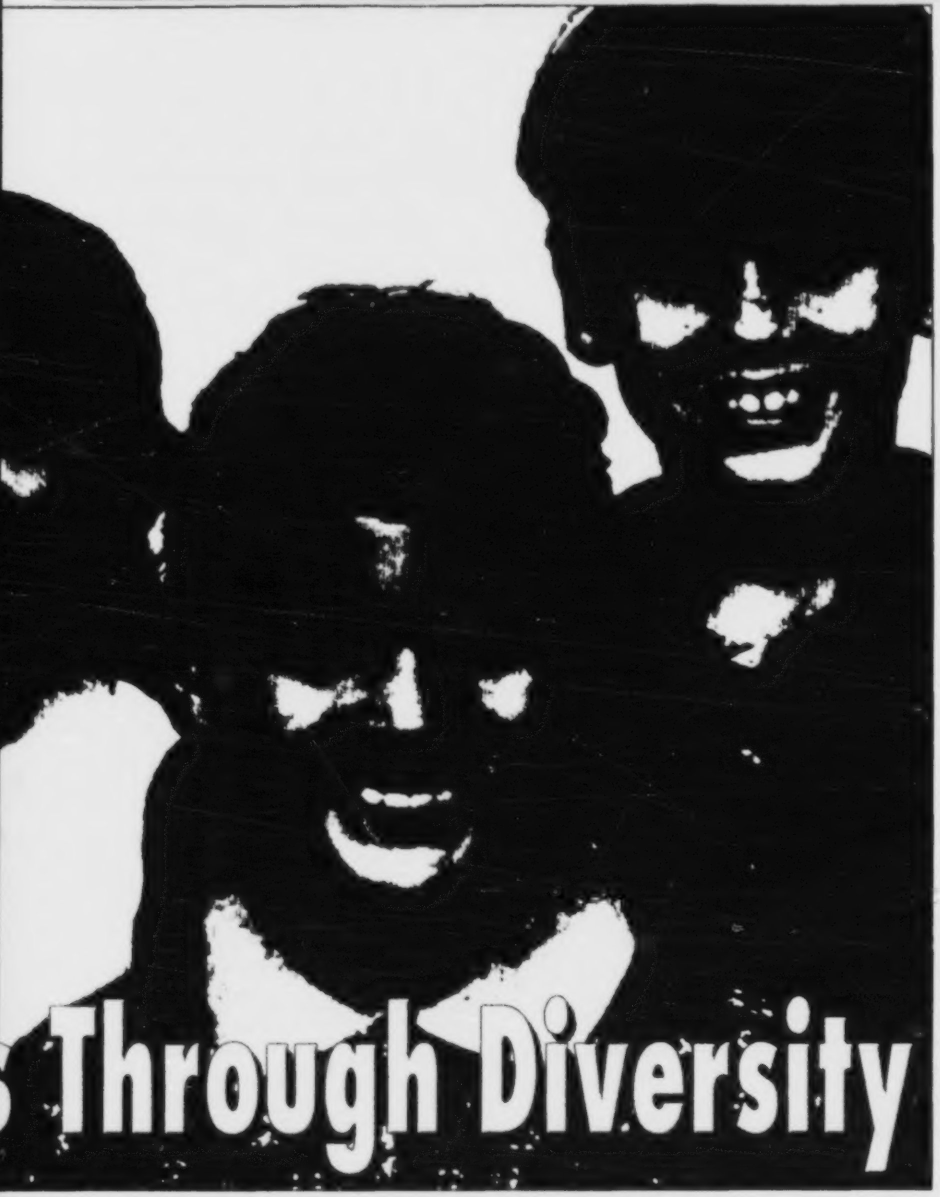
With the recent development of multiculturalism, researchers focus more on the social and educational system as the main cause of minority students' relative underperformance. That is, the school, which is based mainly on white middle-class culture, is not flexible enough to accommodate the diverse abilities and interests of a heterogeneous student population. Many teachers fail to consider students' heterogeneous backgrounds and cultures, thus fostering academic failure rather than academic success for these students. Therefore, teachers can be heavily responsible for students' poor performance.

Like other learners, culturally and linguistically diverse students come to school with unique strengths and weaknesses. Many teachers believe that these students are not as capable as white students both in learning and social behavior and teachers have low expectations for these students. These beliefs and expectations toward minority students affect students' performance.

Teachers should need to develop three characteristics for culturally and linguistically diverse students to achieve educational equity: attitude, knowledge, and skills. First, teachers should develop positive attitudes and behaviors toward culturally and linguistically different children. Second, teachers should have knowledge of cultural characteristics which have an effect on learning. Finally, teachers should be able to select and use appropriate instructional strategies and materials (Reed, 1993).

Of attitude, knowledge, and skills, teachers' attitudes are the most fundamental determinants in improving their multicultural competencies. Without positive attitudes toward diverse students, teachers' knowledge, skills, and instructional strategies are ineffective. The knowledge and skills for teaching diverse students can increase teachers' understanding of others, but the knowledge itself is not enough to guarantee accepting cultural differences. Trent and Artiles (1998) emphasize this issue by stressing, "the problems associated with current practices in the multicultural teacher education field are exacerbated by pre-service teachers' beliefs about issues related to multiculturalism and educational equity."

Many studies indicate that pre-service and in-service teachers feel discomfort in working with culturally and linguistically diverse students or their parents, and teachers' perceptions toward these students are characterized by pity and apathy instead of based on the strengths of the students. Changing attitudes is a very difficult and enormous task because teachers already have established attitudes based on their informal multicultural experiences from family, friends, community, travel, church, and school. What attitudes and attitudinal changes do teachers need to achieve educa-



Through Diversity

"If teachers do not have opportunities to be exposed to diverse populations in their lives, it is more difficult to accept cultures and ethnic groups which are different from their own."

tional equity for culturally and linguistically diverse students?

First, one of the most important factors is being open-minded in accepting differences. Most teachers are white, middle-class, and female in the United States. If teachers do not have opportunities to be exposed to diverse populations in their lives, it is more difficult to accept cultures and ethnic groups which are different from their own. Teachers should have opportunities to meet diverse populations in informal and formal situations. Teachers can increase informal multicultural experiences through travel, media, books, friends, community, workplace, and learning a foreign language. Formal multicultural education—pre-service and in-service education—should provide opportunities to understand diverse populations through field experiences and coursework. Therefore, teachers should admit and accept that there exist differences among cultures and ethnic groups, and that they should open their own minds to diversity.

Second, after teachers become open-minded to diversity, teachers should not look at differences as a deficiency. Being part of the main culture, teachers think of cultural differences as a deficiency and try to make students fit in or change their cultural orientation. Therefore, teachers evaluate diverse students based on their standards. Grant (1989) points out that teachers who wish to work with urban students have an unconscious belief in the cultural superiority of the white middle class. Therefore, teachers may look at cultural differences as deficiencies, consciously or unconsciously. To be successful in teaching culturally and linguistically diverse students, teachers should have the attitude that all races, groups, and cultures can exist on an equal basis with dominant Anglo American perspectives. In addition to viewing cultures equally, teachers should consider different races, groups and cultures as enriching their learning environment and curriculum. Linguistic and cultural diversity is becoming more the norm than the exception in the United States. Therefore, teachers should have attitudes respecting and acknowledging diverse cultures and viewpoints, and use these attitudes in developing a rich curriculum to meet everyone's needs.

Third, to accomplish the above two goals, teachers should have an attitude for self-reflection that guides them to examine themselves as racial and cultural entities. It means that making the transition from self to others starts not with knowing others but rather with knowing ourselves. For example, if there is a different opinion between a minority student/parent and a teacher, the teacher needs to reflect on herself/himself first, rather than blame the student/parent. Multicultural education is not only for understanding others, but also an avenue whereby we learn to accept others by understanding ourselves. Through this process, teachers learn to respect and appreciate cultural diversity, overcome ethnocentric and prejudicial attitudes, and understand the sociohistorical, economic and psychological factors that have produced the contemporary conditions of inequality, alienation, and ethnic polarization. ■

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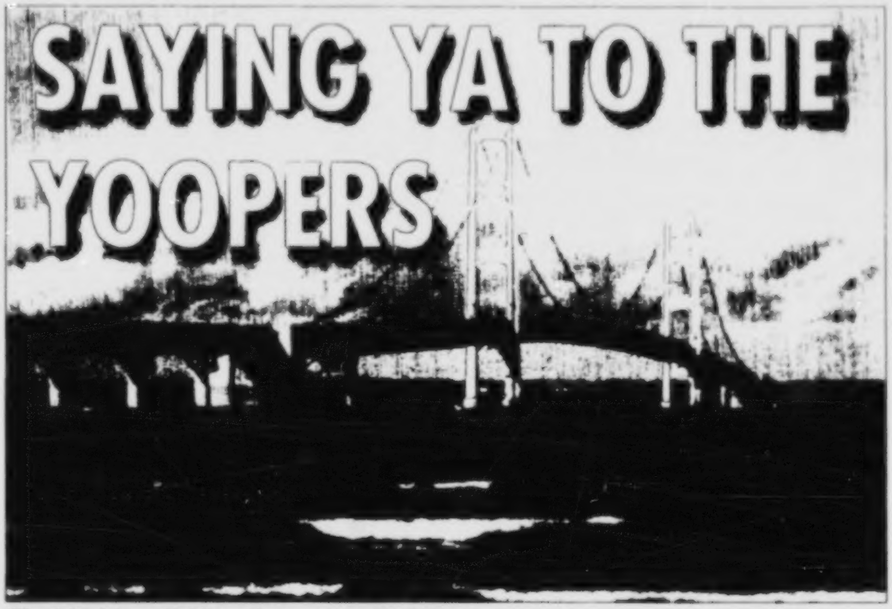
Insil Chang, Principal of Chapel Hill—Durham Korean School, North Carolina.

SAYING YA TO THE YOOPERS

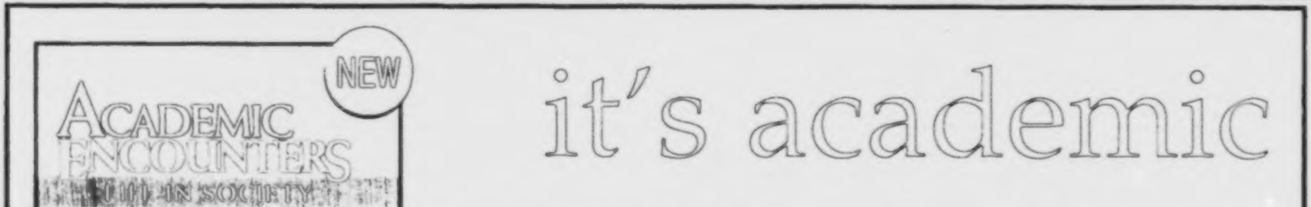
Beth Simon investigates the dialect of Michigan's Upper Peninsula



The Mackinac Bridge: Gateway to the U.P.

In Wisconsin, it begins north of Rhinelander. In Michigan, somewhere after Ludington. Bumper stickers appear urging people to *"Say Ya to the UP"*, tourist gear emblazoned with *"Uf Da"*, and Finglish epigrams decorating restaurant placemats. These linguistic signs indicate that one is leaving the land of trolls (south of the Mackinac Bridge) and entering Michigan's Upper Peninsula (or U.P.).

Upper Peninsula speech, especially that of the western U.P., is an excellent example of a "focused" dialect—perceived as a distinct entity by its speakers



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The Yooper Creation Story, offers a Yooper-eye view of the first seven days:
In da beginning dere was nuttin, see
Den on da first day God created da U.P., eh?
On da second day He created da partridge, da deer, da bear, da fish, an da ducks ya know
On da third day He said, "Let dere be YOOPERS to roam da U.P."
On da fourth day He created da udder world down below and on da fifth day He said,"Let dere be TROLLS to live in da world down below"
On da sixth day He created 'DA BRIDGE' so da TROLLS would have a way to get to Heaven, see
God saw it was good and on da seventh day, He went huntin!!

and by those who come into contact with it. The English spoken on the western side of Michigan's U.P., and especially on the Keweenaw Peninsula, is a dialect replete with evidence of multifaceted social interactions, economic change, and cultural complexity.

The Development of the Peninsula

The Keweenaw Peninsula is an isolated, copper-rich area, which was lightly populated by Menominee-nation Ojibwa when French missionaries and French Canadian trappers first arrived there in 1621. In 1840, while surveying for the state, Douglas Houghton reported to the Michigan legislature that veins of almost pure copper ran under the entire peninsula. Between 1846, when the first commercial mine opened and 1968 when the last productive mine closed, over 10.5 billion tons of copper were brought to the surface. The population of "Copper Country" (as it is still called today) rose from approximately 25,000 in 1880 to over 90,000 in 1910 when more than two-thirds of residents were either born outside the U.S. or to foreign-born or non-citizen parents. The English spoken on the Keweenaw was British English, Cornish English, Irish English, and the English of the Scottish Lowlands. "It was English," said one descendant of Cornish immigrants, "but not the King's English. Not the Queen's English."

Cornish miners were especially sought after because of their experience of innovative mining methods on England's west coast. After the Civil War, mine owners recruited workers from Europe, because, as the General Manager of the Keweenaw's largest mining conglomerate wrote, they preferred men who had "just arrived in this country ... We would rather make American citizens of these people in our own way than have anyone else do it." Copper Country residents understood the cultural complexities of the U.P. "My father used to say, forty nationalities, a church for every one and every church full...In school there were Polish, Italian, Irish, Finnish, English, Cornish," recalls a Keweenaw native.

The end of profitable mining on the Keweenaw coincided with the opening of mines in the American West and Southwest, the availability of hourly wage jobs in the northern cities, and the Great Depression. By 1930, the local population was less than 60,000. Of those who remained, most were Finns, who continued to use Finnish (usually in tandem with English) at home and in social organizations. Other residents were native English-speakers and immigrant groups who no longer maintained their first

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language. Because they were able to maintain their ancestral language, the speech of people of Finnish background has had the strongest influence on the English dialect of the western U.P.

"Outsiders identify U.P. vowels as "Canadian," especially the "o" vowel, which, on the U.P., is produced with the lips tightly rounded."

Dialect Features of Yoopers

Of all U.P. identified pronunciations, the one most remarked, imitated and parodied is occurrence of the stop "d" and sometimes "t" where most American English speakers expect or produce the fricatives spelled "th". First generation Finnish immigrants would have substituted t, and later d, in words such as these, them and the. Certainly "d" for "th" is common in the ethnic-identified urban dialects of American English found from Milwaukee to the east coast. Nonetheless it is this sound that is often perceived as definitive of U.P. speech (see p.36). A related phonetic feature also from Finnish is t for the final "th" in with, producing "wit". Michigan Technological University Professor Victoria Bergvall, originally from eastern Montana, notes that outsiders identify U.P. vowels as "Canadian," especially the "o" vowel, which, on the U.P., is produced with the lips tightly rounded. This, Bergvall points out, is also heard in local Ojibwa speech and elsewhere across the north. Also noticeable is the centralization of the diphthongs "ay" (*pie, I*) and "aw" (*house, about*), with the tongue starting the sound in the mid center of the mouth, and lack of "off-glide" on diphthongs, also typical of Scandinavian settlement in Minnesota, Wisconsin and northern Iowa. U.P. speakers often mention that they say *in'* for *ing* in participial forms (*"Youse guys goin?"*), and while this usage is common across regions, social groups and style levels, some U.P. speakers have a heightened awareness of what they regard as an informality.

There are grammatical items typical of U.P. speech—or that speakers believe to be. One is the construction *the car needs washing* (need + present participle) which is, in fact, part of the American North dialect (contrast with *the car needs washed* (need + past participle) used in the American Midland dialect.) But U.P. residents claim it as specifically "Yooper," so much so, that the logo for an Upper Peninsula parts catalog combines the visual image of a woodsy-looking handyman with the question "Something need fixing?" Finnish influence is seen in noun phrase constructions, where two situations in the Finnish have affected the U.P. grammar: the loss of positional indicators on Finnish nouns (which functioned like prepositions in English) and the lack of definite articles. The result is that U.P. speakers will say, "Let's go camp," where others have "Let's go to the camp." The in-joke title of the song "Guess Who's Coming to Sauna" (by U.P. reggae band Conga Se Menee) assumes community recognition while cleverly commenting on the sudden arrival of outsiders in the hallmark recreational activity of white Finnish America.

A plural second person pronoun form, *yous(e)* is commonly used by many speakers, but perhaps the most characteristic grammatical feature of the U.P. speech is the tag, *hey*, as in "You're coming to dinner, hey", added to the end of a statement to indicate or invite agreement or understanding. This is comparable to the sentence-ending Canadian *eh*.

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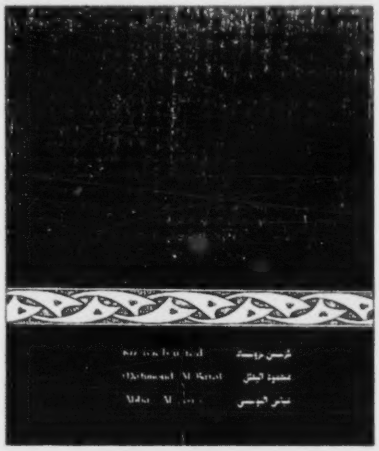

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The U.P.'s multiethnic legacy is most noticeable in the vocabulary, where words for objects, actions, locations and psychological states are drawn from a number of languages. Finnish foods best known in the community are mostly bakery such as the sweet bread *nisu* or the custard pancake, *pannukakku*. People eat bakery, an item of baked goods, in the German settlement areas of Milwaukee and Cleveland, but U.P. speakers claim it as theirs. The *pasty*, a meat-and-root-vegetable-filled pastry, was introduced by Cornish mining families although Finns may claim it as their own.

Mention must be made of the Finnish word *sauna* which is pronounced with three vowels, *sa-u-na* amongst older speakers of Finnish background, a diphthong and a vowel, *saw-na*, for a generation influenced by speakers of Finnish background, and two vowels, *sa-na*, for the rest of us.

Contemporary U.P. speech includes sounds, grammatical constructions and vocabulary reflecting a complex history of interaction with the original Ojibwa inhabitants, European immigration, and increasingly, the intrusion of the outside into the formerly insulated area. Members of the Ojibwa of the Baraga reservation host "Reggae on the Rez," where U.P.-identified performers entertain an ethnically mixed audience. The name of the popular performing band, Conga Se Menee, mixes the conga of Caribbean and South American musical traditions with Finnish *se menee*, a reflexive third person singular, that means "it / that goes," but which, in modern Finnish, occurs only in such colloquial phrases as *kuinka se menee*, "how's it going?" Conga Se Menee is a linguistic creation exemplifying how language changes as different kinds of speakers come into contact, bringing with them new sets of experiences and new linguistic possibilities.

Although the financial good times of the last two decades have brought more visitors to the U.P., some of whom have built vacation homes with views of Lake Superior, the permanent population has not increased dramatically. While seasonal migrants generally do not exert much direct influence on a local dialect, the influx of non-local speakers, whose dialects more closely match the notion of a standard, may have contributed to the unease that some locals have about their own speech (an issue investigated by Kate Remlinger of Grand Valley State), and may perhaps lead to change in some of the more salient or commercialized features associated with U.P. dialect. ■

> **"Mention must be made of the Finnish word *sauna* which is pronounced with three vowels, *sa-u-na* amongst older speakers of Finnish background, a diphthong and a vowel, *saw-na*, for a generation influenced by speakers of Finnish background, and two vowels, *sa-na*, for the rest of us."**

Da Yoopers Glossary

This parody of the most salient (often Finnish-based) features of U.P. speech and culture can be found at www.ring.com/yooper/glossary.htm Here are some extracts:

Choppers: A deerskin mitten with a wool mitten insert. What Yoopers wear to keep their hands warm.
Chuke: What the Trolls call a stocking cap. A knitted hat usually with a tassel and usually hand knit by your grandmother.
Da Yoopers: Not only means the inhabitants of Michigan's U.P., but also the name of one of the most popular bands in da U.P.
Eh: A word that ends practically every sentence in the U.P. (Example: "Say ya to da U.P., eh!").
Eino: Half of famous Finnish duo Toivo and Eino. Many, many yooper jokes feature Toivo and Eino!
Finglish: The official language of Da U.P. Examples – Dese, Dem Dose, and De Udders (and De Udders ain't on De Cow!)
Flatlander: A person from the Lower Peninsula (see also "Loper" and "Troll").
Going Shop-ko (or Co-op): Yooper phrase meaning "Going to the store."
Holyowha: Yooper expletive meaning, roughly "Holy _______!"
Loper: Native of the Lower Peninsula of Michigan (also "Troll").
Pasty: Finnish (or Cornish, depending on who you want to believe!) meat pie made with onions beef and potatoes.
Quill Pig: The native U.P. porcupine.
Sisu: The quality possessed by Yoopers which enables them to endure and even enjoy Yooperland winters.
Snow Cow: Moose.
Suomi Kutsu: The longest running Finnish-American television show in America. Hosted by Carl Pellonpaa, it airs on WLUC-TV 6, on Sunday mornings. Suomi Kutsu is Finnish for "Finland Calling."
Swampers: Rubber boots worn by Yoopers in the spring during the muddy season.
Troll: Refers to a native of the Lower Peninsula of Michigan (also "Loper" and "Flatlander").
Toivo: The other half of "Eino and Toivo". These Finnish names come U.P. in many a Yooper joke!
Wha! An exclamation used only by Yoopers. Used in place of "WOW!"

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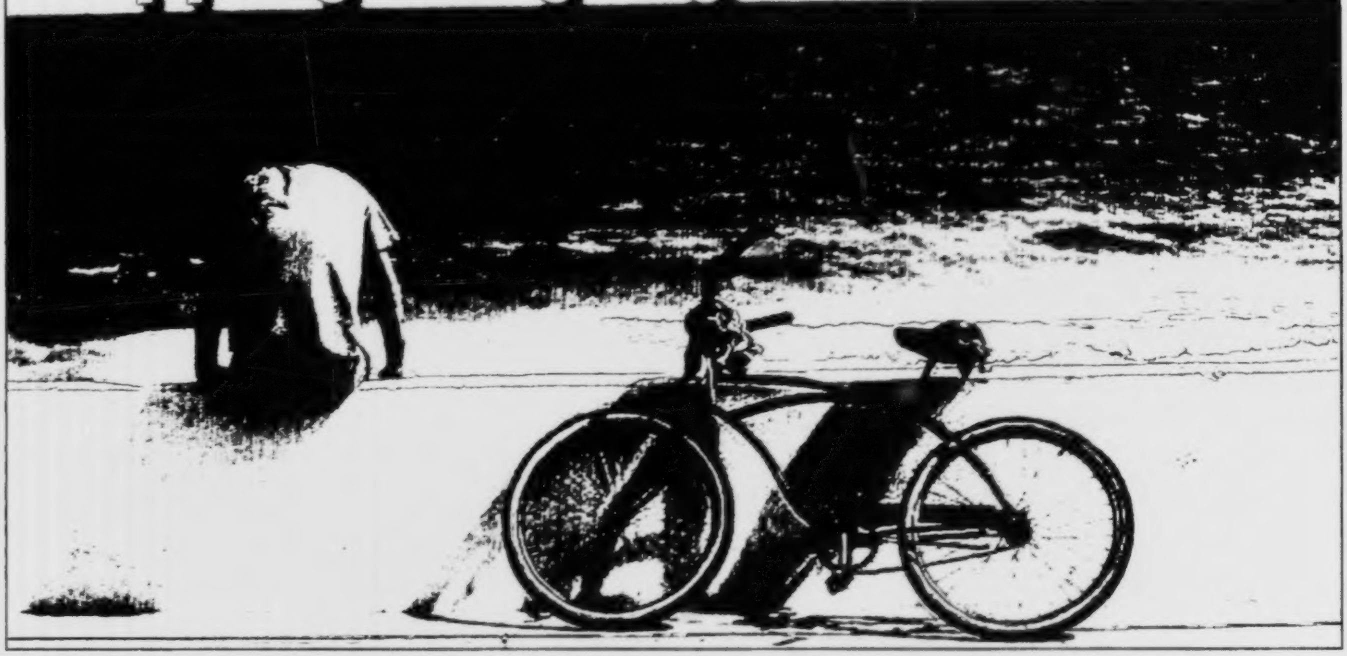
Beth Lee Simon is a sociolinguist who teaches at Indiana University Purdue University at Fort Wayne. Her current research focuses on gender, literacy and multiple language shift. She is grateful to Erik Nordberg and the staff the Michigan Technological University Historical Archives for their invaluable assistance.

Tapping Language in the Veins



Felicia Guerra Senette reports on an innovative Spanish language education program

One of South Florida's characteristics is the diversity of languages spoken by its population. Among those languages spoken, Spanish is by far the one with the largest number of speakers. This is a fact clearly observed not only in the community but in the schools as well, particularly those that are part of the Miami-Dade Public Schools System.

As a response to the needs of students from different linguistic backgrounds, English as a Second Language and bilingual programs have been in existence in Miami-Dade since the early 1960's, when they were set up to respond to the mass Cuban immigration of that decade. Successful implementation of these programs has always relied on appropriate teacher training. With the continuous flux of Spanish-speaking children to the Miami-Dade area, demand for bilingual Spanish program expansion has become evident. Currently the Spanish-speaking population represents a variety of nationalities and cultures. Teachers working with this variety of cultural backgrounds find themselves in a challenging position, having to adapt their teaching to respond to the diversity found in the classroom. At the

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same time, this establishes an increased demand for teachers who can instruct Spanish-speaking children in their native language.

Considering the nature of the student and teacher population in the Miami-Dade area, and the call for bilingual program expansion in 1998, we, at the Graduate Teacher Education Program at Nova Southeastern University in Fort Lauderdale, approached one of the Miami-Dade School Board members with an idea for a new degree major in Spanish Language Education. The new Master's program would be tailor made for the district, in order to address the need for well-trained Spanish-speaking teachers at the elementary school level. The board member liked the idea and set up a meeting for us with the assistant superintendent for Human Resources and the director of Bilingual and Foreign Language Programs for the district. These two officials affirmed our idea and suggested that we prepare a proposal and meet again.

At two later meetings, district officials and faculty members from NSU agreed on which courses to include in the new program. The Miami-Dade superintendent also suggested an immersion trip as part of the teacher's capstone experience. We decided on a trip to Spain that includes cultural visits to some regions of mainland Spain, plus classes at the Universidad de La Laguna in Tenerife. The Canary Islands were chosen because of the linguistic and historical ties between the islands and the countries of the Caribbean from where most of the local Spanish speakers come (Cuba, Puerto Rico, Venezuela, Central America).

After personally presenting the proposal to the School Board at a public meeting, its members approved funding a full scholarship award, to be given each year for four consecutive years, to 25 teachers already in the system. The first cluster started in January 1999 and the last of the four began classes this spring.

The university, the public schools and the participating teachers have been very pleased with the results of the program. Most teachers, young heritage speakers themselves, who came to NSU with self-doubts about their mastery of a language spoken at home but never formally studied, leave with a newly found confidence that allows them to be free and creative in the classroom. The trip to Spain is both a great motivator and a source of cultural curiosity and pride. When these young teachers find themselves immersed in a completely monolingual Spanish environment, the amount of English mixed in with their Spanish in daily conversation is exposed, and they become keenly aware of this bilingual phenomenon.

> "Most teachers, young heritage speakers themselves, who came to NSU with self-doubts about their mastery of a language spoken at home but never formally studied, leave with a newly found confidence that allows them to be free and creative in the classroom."

Miami-Dade funding for this program will be coming to an end in 2004. By then, Nova Southeastern University will have a similar program online, open to the public. Teachers all over the country need to be aware of and trained to tap into the rich contributions that heritage language speakers can make to our country through their local school systems.

The courses that follow were designed in conjunction with the public school system, tailored to the needs of Miami-Dade teachers, and to comply with Spanish K-12 certification requirements in Florida:

1. Spanish Grammar and Composition I & II (6 credits)
Spanish composition for native speakers. Intensive written practice of correct contemporary Spanish. Important points of grammar and orthography will be discussed in context. This course is designed for teachers born and educated in the United States.

2. Readings and Vocabulary in Content Area Spanish (3 credits)
This course is designed for intensive reading practice plus acquisition of vocabulary, in the areas of Math, Science, Social Studies, Art and Music. Oral practice for delivery of material in class, and practice using technology for preparing content area lesson plans in Spanish will be emphasized.

3. Spanish Civilization (3 credits)
The study of the history, art and music of Spain, and discussion of the educational implications of Spanish culture. How to adapt major cultural themes to the K-12 classroom will be included throughout the course.

4. Latin American Civilization (3 credits)
A review and analysis of key characteristics of Latin American culture. Discussion of Latin American cultural influences engage teachers in examining their own school community, and the educational and cultural background of their students.

5. Introduction to Spanish Linguistics for Teachers (3 credits)
An overview of the phonetic, morphology and syntax of Spanish, and a brief introduction to Latin American dialectology. The teachers will look at the variety of dialects represented in their classrooms, and will engage in a discussion of what constitutes "Standard Spanish".

6. Teaching Spanish to Native Speakers (3 credits)
Teaching strategies to use with heritage speakers who have vocabulary, morphological and syntactic deficits in the language.

7. Survey of Spanish Children's Literature
This course will examine the characteristics of traditional and modern Spanish children's literature. Students will analyze Spanish children's literature representing different genres and themes, originating in Spain and Latin America. Guidelines for the selection, design and implementation of appropriate Spanish literature-based activities will be addressed.

8. Representative Spanish Authors I & II
Readings from selected masterpieces of Spanish literature and how to adapt them to the K-12 classroom. ■

Felicia Guerra Senette is a professor on the Spanish Language Education Program at Nova Southeastern University.

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Power Lines: Two Years on South Africa's Borders
Jason Carter
National Geographic Society, Washington DC. 2002.
$26.00

JASON CARTER learned the Siswati language during his two-year stint with the Peace Corps living with a black family in the tiny, rural village of Lochiel. Siswati is a "Bantu" language that absorbed the clicks from the language spoken by the Khoi—whose language was made famous by the movie *The Gods Must Be Crazy*.

Equipped with linguistic and cultural skills, Carter is able to reveal what post-apartheid South Africa is like as seen through the eyes of black South Africans. His book describes a country still struggling to recover from deep racial divides and seeking its identity while overcoming language barriers (there are 11 official languages in South Africa).

The publication of *Power Lines* coincides with the 40th anniversary of the Peace Corps. Carter's book is a refreshing look at the American spirit of optimism that launched the Corps with President Kennedy's challenging words: "My fellow citizens of the world. Ask not what America will do for you. But what together we can do for the freedom of man."

Jason Carter is the grandson of President Jimmy Carter, and great grandson of Lillian Carter, who, 30 years earlier, had served in the Peace Corps in India at the age of 70. In an interview with *Language Magazine*, Carter said, "It is really important to speak the local language. Language is linked to feelings of South Africans' self-worth and esteem." According to Carter, learning the local language with Peace Corps training was worth all of the effort. He noted that the hardest sounds to learn were the "Double-Click Tongue Twisters," contained in words like "Nqu!nqu!thela" ("Meeting") with the exclamation points representing the click sounds. Language opened the door for Carter to converse with all classes of South Africans, including his childhood hero, President Nelson Mandela, with whom he was able to speak, in "stumbling Zulu."

During his two years in South Africa, Carter found immediate parallels to his farming roots. "My ancestors had been trying to make a living out of red dirt since they moved to Georgia in 1769. I had been in Africa for seconds, and I could already see how similar it was to home." Carter discovered that the formal fences that constituted apartheid may be down, but the barriers of language, education, opportunity, employment, and race are just as formidable. Yet, he also discovers a spirit of hope embodied by the concept of Ubuntu—that "a person is a person through other people." *Power Lines* is an eye-opening account of the reality of life in modern South Africa. ■

Steven Donohue, a professor of ESL at Miami-Dade Community College, is the features editor of *Language Magazine*.

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BE INTRODUCED THE RIGHT WAY

An Introduction to American English
Gunnel Tottie
Blackwell Publishers, Malden, MA. 2002.
$29.95

BEING BRITISH and having spent the last four years working for an American university, I've become used to people commenting on the way I speak. I've also enjoyed the competitive but friendly banter over which is the superior variety of English. Gunnel Tottie's opinion of the status of the two Englishes is clear: American English is conquering the world because of U.S. economic and technological dominance.

Tottie starts with a chapter comparing American spelling and pronunciation against the British systems, and includes other chapters comparing American vocabulary and grammar with the British versions. Tottie also discusses American metaphors, American history and its relationship with language, American government, politics, education, using English in the United States and varieties of American English.

Chapters are logically divided into several useful subcategories. For example, the chapter on metaphor is classified into money, food, sport, transportation, gun, political and spatial metaphors, which include explanations of expressions such as *be spaced out, get it on with someone* and *getting off on something*. Other salient features of this book are its recommended reading lists with accompanying commentary and relevant web-site addresses at the end of each chapter.

There is also a linguistics catalogue, an index of acronyms and, for some reason, an index of zip codes.

For those who enjoy analyzing language, studying Tottie's lists of vocabulary highlighting spelling and pronunciation differences to British English and the section discussing grammatical differences, will keep you occupied for several hours. I found the maps showing the historical timeline of each state's succession to the union and the historical expansion of the U.S. fascinating. Other excerpts include the lyrics to the *Star Spangled Banner*, conversion tables and American holidays.

The cartoons (for example, two men dueling over the pronunciation of the word tomato) serve to lighten the mood as well as to illustrate American linguistic culture.

Occasionally, the book does not do a topic justice. For example, its treatment of the abandonment of bilingual education in California implies that the switch to English immersion has led to improvements in English proficiency for students in California while ignoring arguments and research supporting bilingual education.

But this is a thorough and engaging book for any teacher or student of linguistics. ■

Carlos Islam, lecturer in Language Learning and Teaching, Centre for Language Study, Leeds Metropolitan University

FEEL THE POWER

The Power of Babel: A Natural History of Language
John McWhorter; Henry Holt Company.
2002. $26.00

WHAT WAS the first language spoken by humans like? Are some languages more complex than others? Is English the best choice as an international language? Should it be reclassified as a romance tongue? Is a language in written form more evolved than its spoken counterpart? Are creoles and pidgins bona fide languages? What's the difference between a creole and a dialect? Why was Esperanto a flop?

Reflections on these and other questions dear to the heart of linguists comprise this book: a lively, digressive and mostly informative tour of the world's languages. McWhorter's aim is to enlighten the non-professional lay reader on what we know about human language. To do this, he offers his own idiosyncratic experience learning German and French while comparing and contrasting Indo-European languages, creoles and pidgins, Native American languages and English.

McWhorter discusses the "transparency" of English, which, due to unique historical circumstances, evolved by borrowing vast vocabularies from French and other Latin-based languages. Having lost most of its "caseness" (unlike Latin, Greek or modern Slavic languages), English strikes McWhorter as a language more of experience than of action: compare "I like books" in English with "A mí me gustan los libros" (books are pleasing/enjoyable to me) in Spanish.

One interesting chapter is on creoles and pidgins and how these relatively newer languages arose from contact (usually in terms of imperial exploration/conquest) with dominant tongues such as French, Spanish, English or Dutch. What fascinates McWhorter is that one can actually observe these new languages change, adapt, expand, within a very short period of time. Speakers of indigenous languages were able to take foreign words and phrases and blend them in creatively to respect their own syntax and sound system; however, speakers of the language from which the creole/pidgin borrowed would never recognize it as their own language.

Ironically, perhaps, the standardization of language that comes through literacy and emphasis on written forms, according to McWhorter, slows language change while enshrining written texts as the true and correct representation of the language. Teachers of ESL/EFL and foreign languages can attest to the latter as students who study mainly the written grammatical forms of a language without sustained exposure to and practice with its oral counterpart, have a hard time becoming truly fluent.

McWhorter does a good job of pointing out unique or unusual aspects of languages and is fascinated by their penchant for mutation, hybridization and cross-pollination. He also laments the loss of so many languages worldwide and the growing predominance of a handful of global ones. In the U.S., for example, native languages such as Navajo and Cree—so richly nuanced and complex that a child of ten would still not have mastered many of their features—are dead or dying.

The book has ample footnotes, charts, anecdotes and plenty of tidbits to savor, although McWhorter's tendency to overuse a folksy kind of humor can be annoying. This is not a book for the serious linguist/scholar but it is a good introduction to the study of human language and its amazing richness. ■

Craig Machado, ESL program coordinator, Norwalk Community College, Connecticut

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The people behind **passports** have been responsible, directly or indirectly, for the successful overseas travel of hundreds of thousands of American high school students since the mid-nineteen-sixties.

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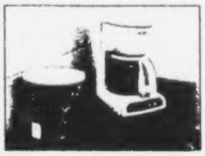
Lessons for the One-Compute

Barry Bakin's regular column focuses on activities and projects that the typical language teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/ Mac users can adapt the exercises to their particular platform. For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Project #13 Give Directions: Students describe a series of steps to accomplish a simple task in the imperative form.

Give Directions!

PREPARE COFFEE



Get the can of coffee.

Put some coffee in the coffee maker.

Measure the water.

Pour the water in the coffeemaker.

Turn on the coffeemaker.

Project number 13 provides good practice using the imperative tense. In this project, students will describe a series of steps in completing a task by taking pictures of various stages of the task and writing directions for each step. This project can be done with partners or in teams.

The project is most easily completed with a digital camera, but it can also be done with regular photos and a scanner or just by attaching the photos onto the paper. This project is appropriate for ESL Beginning High and above. Students should have been exposed to the imperative form. For more advanced levels, require students to report on more complex tasks with a larger number of steps.

Step One—Prepare your model document. Think of a simple task that only involves 4 or 5 steps. Take a picture illustrating each step. Insert the pictures into a Word document in sequence. (use Insert/Picture/from file and then use the dialogue box that appears to find the intended photo in the location that you saved it on the hard-drive.) Next to each picture write the appropriate instruction. The model should look something like illustration above.

Step Two—Introduce the project to the students. If students are to work in teams help them choose team members. Give the teams or individuals time to think of a suitable subject.

Check to make sure that their chosen task is suitable (neither too complex nor too simple and easy to photograph). Review the imperative form.

Step Three—Have students "storyboard" their sequence of events on paper first. "Storyboarding" is simply putting the steps in order and sketching a quick drawing of each step.

Classroom

They can start to label the steps at this point using the imperative form.

Step Four—Students take pictures illustrating each step of the task.

Step Five—Students work on their documents.

More advanced students or students with more computer awareness can create a PowerPoint presentation illustrating the steps. Each PowerPoint slide can illustrate a separate step. The students can record themselves saying each direction and insert the recorded directions within each slide. As the presentation plays, the audience will hear the direction that accompanies each step. Alternatively, the student can say the direction out loud to the class as they manually advance each slide.

Tips for working with computers and beginning students

- **Save the student's work often**
- **Be patient**
- **keep one eye on the class and one eye on the student working at the computer.**
- **Watch out for the computer freezing**
- **Identify students with more experience or who are natural learners**
- **Create a folder to help you organize the completed projects.** ■

Barry Bakin is an ESL Teacher and Teacher Advisor in the Los Angeles Unified School District. He teaches at Pacoima Skills Center.

Passport To Learning

PASSPORTS, the student travel company, now lets interested travelers hear a potential trip itinerary read aloud in the language of the trip destination. Many of Passports' 10-day trip itineraries to Spanish, French, German and Italian speaking countries are available online (www.passports.com, click on "Itineraries in Foreign Languages").

Get riled up about Fuentes, Luciernagas and Flamenco straight from the mouth of a native Spanish speaker. Listen to colorful descriptions of German castles and the French Riviera while reading an English translation on your computer screen, and looking at past trip photos. This tool is ideal for language teachers who implement cultural and geographical knowledge into their lessons. The Passports web site provides a link for users to download the necessary application to listen to the audio files (RealOne player). ■

Advancing the Hi-Tech Classroom

The products showcased here represent some of the innovative ways a teacher can use technology to her or his advantage in the language classroom. This is not the classroom of the future. This is the ideal hi-tech classroom of now. **Rachel Rosmarin** takes us on a tour.

Digital Projectors:

Say goodbye to messy plastic sheets and runny markers. Digital projectors offer teachers the ability to create lesson plans on the computer (using software such as *Microsoft Powerpoint*), and present them to their students with the push of a button. Students will no longer be bored and distracted while you laboriously write down directions on the overhead projector. The digital projector can be mounted to the ceiling, leaving your hands free to guide your students with a laser pointer, included. Companies such as HP (xb31 and sb21, from $2,499 to $3,699) and InFocus (LP289, 290, Proxima X540, RP10x, from $1499 to $3,299) make models designed to be shared among several teachers, and are compatible with Mac and PC computers. All weigh less than 6 lbs.

Electronic Whiteboard:
Mimio Xi

In many classrooms across the country, chalk is obsolete. Whiteboards and dry-erase markers have become the standard. Now, you can make any whiteboard electronic by mounting a Mimio Capture Bar to the side of the board. Slip the Mimio styli onto your dry erase-markers (there are enough for 4 colors) and begin teaching. Not only are your strokes recorded, but they can also be printed out, allowing your students to pay attention to the lesson instead of frantically trying to "get the notes." In addition, the Mimio remembers the order in which you wrote things down, so, if you were teaching a lesson about verb conjugations, for example the process can be watched or printed in sequence on a computer. Available for Mac and PC.

Talking Globe:

Integrate language into your social studies lessons with the GeoSafari Talk and Teach Globe, available at Lakeshore Learning Center (www.lakeshorelearning.com, $159). Students interact with the globe by pointing to countries with an electronic pen. The globe informs students about the location's name, capital, population and more. The "game" function asks students to locate countries by pointing to them with the pen. Over 10,000 questions are programmed into the globe's memory. Response time and level of difficulty are adjustable. The globe comes with a headphone jack for individual use, and is powered by AC adapter or batteries.

Apple Computers:
ibook, imac, emac

Apple's computers, known for their durability and education-friendly interface, allow your students to fully integrate technology into your language learning curriculum (especially when paired with other exciting gadgetry: language lab software, wireless internet and high-quality headsets.) To see what other K-12 teachers have managed to do with Mac products, visit www.apple.com/education

ibook: In every tech-savvy teacher's dreams, each student sits cross-legged on the rug with a laptop balanced on their knees, poised to learn. Comes in a 12.1 or 14.1 inch screen size, with or without DVD drive. With educational discount, prices range from $1,149 to $1,749.

continued p.44

from p.43

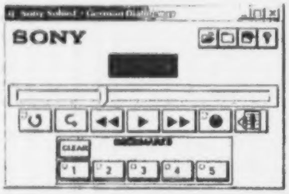
imac: This futuristic looking desktop computer takes up minimal space and sports a rotating 15 or 17 inch flat screen display, so multiple students can share the computer at one desk (from $1,249 to $1,949).

emac: The "e" is for education. This is the most powerful education-friendly computer you'll find for under $1,000. This all-in-one computer (monitor, CPU and speakers) swivels 360 degrees to face students at every angle. (from $999 to $1,449).

Wireless Internet: During lunch time or recess, your students can take their laptops outside and chat with peers in Buenos Aires or Quebec. Even with only one laptop in your classroom, you'll be able to move from desk to desk demonstrating streaming audio and visual content from the web. Why not have a virtual guest speaker visit your classroom to read a story? Bring the laptop around the room so each student gets to see the pictures. Place Apple's wireless base station anywhere in your classroom (AirPort, $281). Each computer needs a wireless card to connect to the Internet. (AirPort card $93)

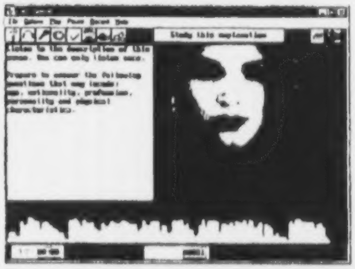
Language Labs:

These hardware and software systems are the technological cornerstone of any language-oriented classroom. There are many options to choose from—software packages with ready-to-go content, teacher authored and controlled online networks, and even software that lets your students watch their own speech patterns. The products listed here are among the most reliable and sophisticated on the market.



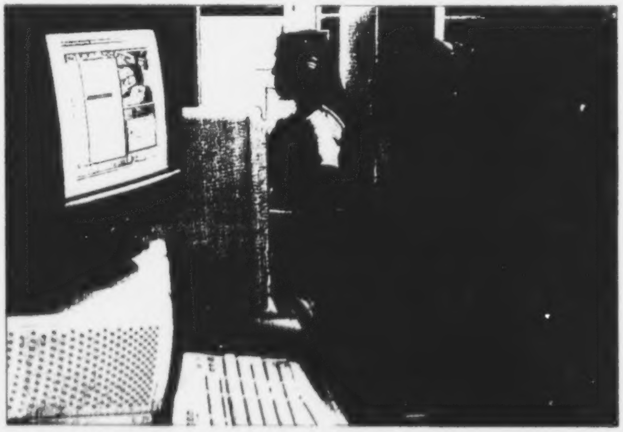
Sony Symphony ($6,580): Teachers create their own language lessons with audio and visual content, which can be monitored and controlled while the students access and use that content at their own computers. Symphony is paired with Soloist ($350), the Sony software title that digitally records students speaking while they listen to a pre-recorded sound file.

Soloist can also be paired with Virtuoso ($1,455, a piece of software that runs on a local area network, and allows teacher and student to be in different classrooms without the student wiring in to an individual teacher's computer console. (www.sony.com/education, click on the Language Learning Systems link on the right.)

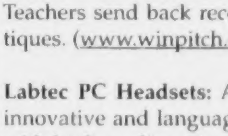


CAN8 VirtuaLab (about $1,000 per license): This customizable software system focuses on the distance learning element of language education. Students can access their oral lessons from a file server, and they can do this from anywhere in the world. Students can speak with teachers in real time or leave messages for each other. "The system has evolved beyond the classroom walls so that it's no longer a lab," says Graham Scott, CAN8 chairman. (www.can8.com)

> "There are many options to choose from—software packages with ready-to-go content, teacher authored and controlled online networks, and even software that lets your students watch their own speech patterns."

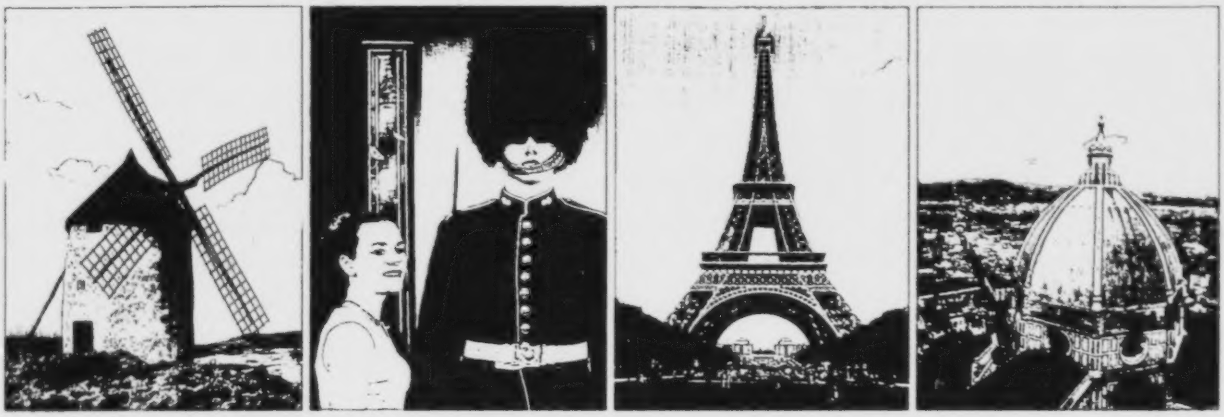


ELLIS ESL Software: The two student oriented software suites are Academic and Kids. The Kids products range from pre-literate through two levels of English essentials. The Academic suite is designed for use through 8th grade, and is correlated with most state standardized textbooks. The CD-Rom based software can be used on individual language lab computers, or be run off of a server. Teachers can create their own syllabus out of the ELLIS content. Also comes in British and Canadian English versions. The Los Angeles Unified School District is a customer. Prices vary. (www.ellis.com)



WinPitch LTL Software ($200, individual users, $495 for a five seat license): Students can compare the way their voice looks on screen with the accent of a native speaker. Teachers program in lessons and sound files, and students watch their own "melodic curve" overlay that of a model speaker's. The software can be used in a distance learning setting, where students receive new lessons from teachers via e-mail, and send in their completed lessons (recorded sound files). Teachers send back recordings with detailed comments and critiques. (www.winpitch.com)

Labtec PC Headsets: After providing your students with such innovative and language-rich computer labs, give them an edge with high quality microphone/earphone headsets. Labtec claims headsets "combine acoustic excellence with microphones that have been certified by leaders in speech recognition." The Axis 712 ($49.99) is designed for use with voice command software, Internet voice chat and video conferencing and has a thin and comfortable headband. ■



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Puns That Face The Music

by RICHARD LEDERER

Larry Lobster and Sam Clam were best friends. They did everything together. The only difference between them is that Larry was the nicest Lobster ever, and Sam, well let's just say he was not so virtuous. Larry and Sam did so much together that they even died together. Larry went to heaven and Sam went to hell.

One day St. Peter came up to Larry and said, "Larry, you know you are the nicest lobster we ever had up here. Everyone likes you, but you seem to be a bit depressed. Tell me what's bothering you. Maybe I can help."
Larry said, "Well, don't get me wrong, Pete. I like it up here and everything, but I really miss my good friend Sam Clam. We used to do everything together, and I miss him a lot."

St. Peter pitied Larry and said, "I tell you what. I can arrange it so that you can go down to hell tomorrow and visit Sam for 24 hours. How does that sound?" This made Larry very happy and he got up bright and early the next morning and grabbed his wings, his harp, and his halo and got on the elevator to hell.

When the doors opened, he was met by Sam. They hugged each other and off they went. You see, in Hell Sam owned a disco. They spent the day there together and had a great time.

At the end of the day, Larry and Sam said their goodbyes, and up Larry elevated. When he stepped off the elevator, he was greeted by St. Peter, who blocked the doorway to heaven. "Larry Lobster, St Peter asked, "didn't you forget something?"

Larry looked around and said "No, I don't think so I have my halo and my wings."

"Yes, but what about your harp?"

Larry gasped and said, "Oh dear, I left my harp in Sam Clam's disco!"

You've just been the victim of a set-up pun, a conspiracy of narrative and word play. In set-up punnery, the punster contrives an imaginary situation that leads up to a climax cunningly and punningly based upon a well-known expression or title. Some of the most punderful set-ups reach a foreordained conclusion that consists of a line from a popular song.

Tony Bennett would turn over in his bed at the ingenuity of the prize specimen with which I started this month's column.

Did a cat really eat Roy Rogers' shoes?

I hope that the six additional classics that you are about to listen to will be music to your ears:

- What did Cleopatra sing when she clasped the asp to her breast? "Fangs for the Mammaries!"
- A father waited in line with his daughter Shelly for the chance to sign the White House guest book. Impatiently the little girl pushed in front of a nun to get her turn. The father restrained his daughter with the admonition "Wait till the nun signs, Shelly!"
- Rudolph, a dedicated Russian communist and important rocket scientist, was about to launch a large satellite. His wife, a fellow scientist at the base with a background in meteorology, urged Rudolph to postpone the launch because, she asserted, a hard rain would soon fall. Their collegial disagreement soon escalated into a furious argument that Rudolph closed by shouting: "Rudolph the Red knows rain, dear!"
- A group of chess playing fanatics would gather each morning in the hotel lobby to brag about their greatest victories. Came a day when the hotel manager barred the group from the lobby because he couldn't stand to hear a bunch of chess nuts boasting in an open foyer.
- One of the greatest men of the 20th century was Mahatma Gandhi. His denial of the earthly pleasures included the fact that he never wore never anything on his feet. Moreover, he ate so little that he developed delicate health and bad breath. The result was a super callused fragile mystic hexed with halitosis.
- Here is what I believe is the most adroit of all melodious set-up puns. I make this claim because of the way the pun-ch line, syllable by syllable, skips along right up next to the original song line:

Cowboy singer Roy Rogers went bathing in a creek Along came a cougar and, attracted by the smell of new leather, began nibbling on one of Roy's brand new boots, which were sitting by the edge of the water. Dale Evans entered the scene, and noting the critter chomping her husband's footwear, fired her trusty rifle in the air, scaring the cougar away.

She turned to her husband and asked, "Pardon me, Roy. Was that the cat that chewed your new shoe?" ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

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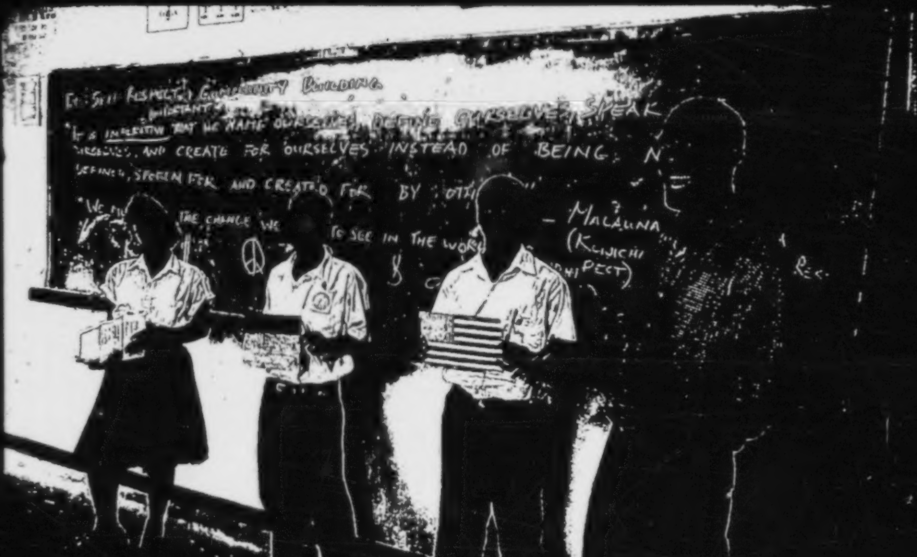

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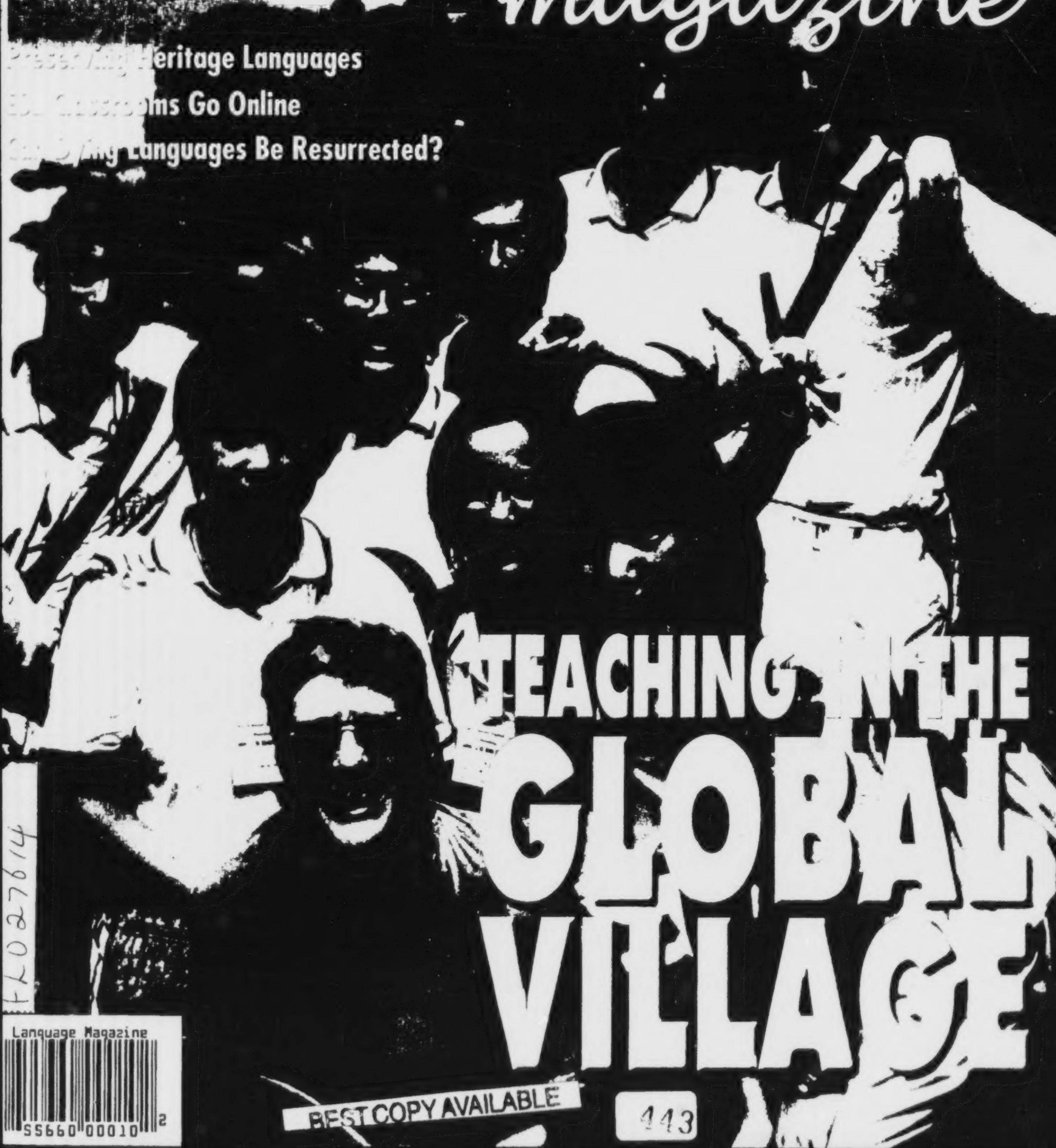

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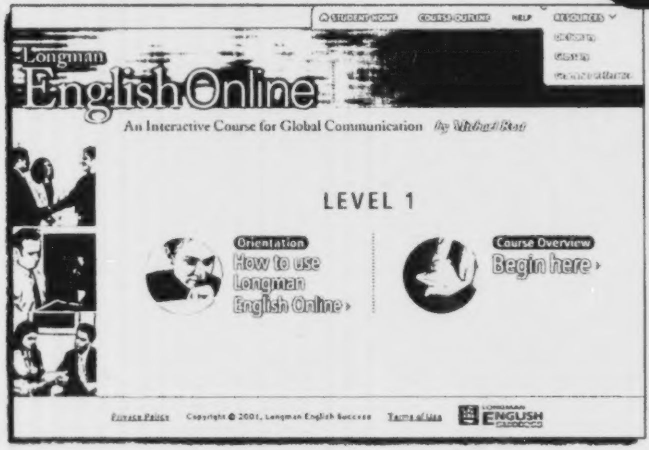
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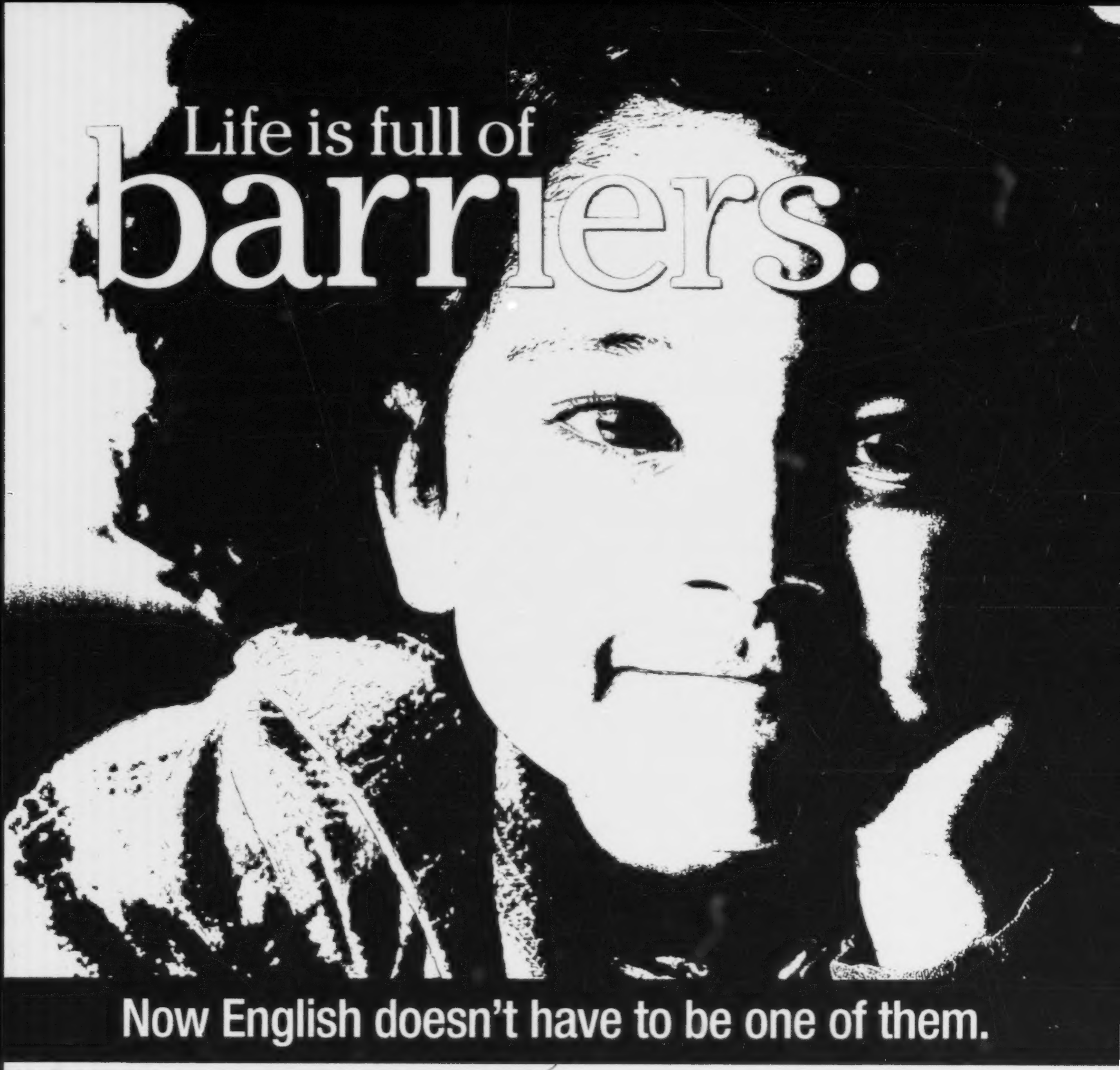
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October 2002 Volume 2, No. 2 (ALR Volume 6, No. 10)

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ON THE COVER: Dr. Jean Strait, director of Faculty Development, Minnesota Campus Compact, St. Paul, MN enjoys a moment with her students in China. PHOTO: **Courtesy Dr. Strait.**

Language P.R.

MOST PEOPLE find language an interesting topic. Perhaps it's not as popular a conversation piece as entertainment, sport, or even the price of pork bellies, but there's no doubt that we do enjoy talking about the way we speak. Even the most arcane tidbit of information about some local dialect will guarantee an audience.

So why does language learning get such a bad rap in the media? Why are so many politicians and state officials—like those in Georgia—determined to abolish foreign language requirements for high school graduation?

Part of the problem lies in the negative perceptions that surround language learning. Many people are convinced that the value of learning a second language is limited. Once out of school, when or where will a language student put his or her knowledge to practical use?

But the negative reputation of language learning is undeserved. Richard Light, a Harvard professor, spent ten years interviewing hundreds of undergraduates and recent graduates in the U.S. about their college experiences. In his recent book, *Making the Most of College: Students Speak Their Minds,* Light notes, "I expected many undergraduates to characterize work in foreign languages and literatures as merely a requirement to be gotten out of the way. In fact, hardly any do this. Students talk about language courses with special enthusiasm. Many rate them among the best of all their classes. Alumni agree, and strongly. When asked why, both groups point to the way these courses are organized and taught."

In fact, language learning can be a stimulating pursuit with its own rewards, which may not be immediately evident. Moreover, how many school and college courses actually do provide students with practical knowledge that can be relied on later in life? In this context, it would appear that a second language has a potential utility even if it is not used in every day situations.

We need to harness this innate interest in languages not only to encourage learners and open their eyes to the benefits of bilingualism and multilingualism but also to protect the global language heritage from destruction. As anthropologist, Wade Davis, writes, "If there is one lesson I have drawn from my travels, it is that cultural and biological diversity are far more than the foundation of stability; they are an article of faith, a fundamental truth that indicates the way things are supposed to be.... There is a fire burning over the Earth, taking with it plants and animals, cultures, languages, ancient skills, and visionary wisdom. Quelling this flame and reinventing the poetry of diversity is the most important challenge of our times." ■

Ben Ward

Ben Ward, Editor

Language *magazine*

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Language Magazine (ISSN 1537-7350) is an editorially independent publication of Language Media, LLC. Opinions expressed by contributors and/or advertisers in _Language Magazine_ do not necessarily reflect the views of the Publishers nor the Distributor.
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Language Magazine (ISSN 1537-7350) is published monthly for $24.95 per year (US/Canada) and $59.95 (Overseas) by Language Media LLC, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069. Application to mail at Periodicals Postage Rates is pending at Los Angeles, CA. POSTMASTER: Send address changes to *LANGUAGE MAGAZINE*, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069.

***Language Magazine* is abstracted and indexed with ERIC.**

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LETTERS

Portland Calling the World

Thank you for the fascinating discovery that direct programming in other languages is available in such an excellent system as SCOLA ["Boldly Going", *Language Magazine*, August 2002, pp.42-44]. You mention it goes to 10 or 15 million people. How can I get in touch with Father Lee Lubbers, S.J., or other appropriate party connected to SCOLA to find out if someone in Portland, Oregon, can connect to Channel Three, the China Channel and at what cost? Thank you in advance for your help.
Sincerely,

Roz Roseman
Portland, Oregon

[Roz, You can find lots of information about the wonderful world of SCOLA (including contacts) by going to www.scola.org -- Ed.]

Peace In Our Time

Our world changed after the World Trade Center and Pentagon attacks last year--it got a whole lot smaller. I am glad that so many young people are determined to get to know our neighbors on this fragile planet a little better. By signing up for programs like Peace Corps ("Talking a World of Difference", *Language Magazine*, September 2002, pp. 24-25) and learning new languages, perhaps their generation will create a world that is better than the one we live in now. I pray that it may be so.

Rosie Ficklin
Mount Vernon, Illinois

Peaceful Uneasy Feeling

The article written by Steven Donahue about the Peace Corps ("Talking A World of Difference," *Language Magazine*, September 2002) offers me a lot of hope for our future as well as the rest of the world's. The job they do on a daily basis in virtually the four corners of the globe is astounding. I can not help but praise the men and women, as Mr. Donahue immediately points out, who speak more than 350 languages between them. With everything that is happening on the world stage it's great to see the majority of us—Americans and a majority of other nationalities--can still come together to help each other.
Thank you

Josie Alexander
Fort Wayne, Texas

Thanks for The Help!

Over the course of the last couple of years I have found your electronic education section in each issue of *Language Magazine* to be an excellent resource for finding out about the latest technological classroom developments. I was particularly pleased with the article by Rachel Rosmarin ("Advancing the High-Tech Classroom," *Language Magazine*, September 2002) in which she detailed some of the most recent gadgets and teaching aids to be released. I think we can all agree that when it comes to technology, new releases, gigs, RAMs and ROMs and working out what's best for our students things can become more than a little difficult. But with the help of your Electronic Education section I have found a helpful resource.

Keep up the good work and again, thanks for the help.

Becky Richardson
Seattle, Washington

Too Sexy for Language Teaching?

You are doing a good job of spreading the word to the general community about the importance of languages; I just had to write and congratulate you! *Language Magazine* is lively and interesting; the layout is attractive and the ads are intriguing. Thank you for polishing the image of the language teaching profession and making us look so sexy!

Edward Langlois
(Teacher of French)
Brattleboro, Vermont

[Ed, Thanks for your feedback. We're fortunate to have a talented team of writers, contributors and designers at Language Magazine *who deserve all the credit.]*

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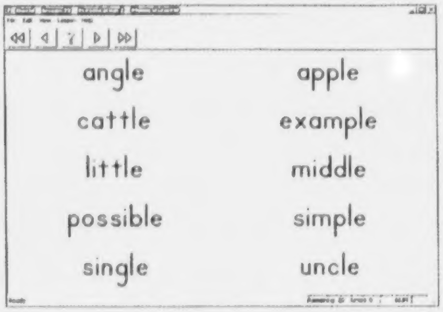

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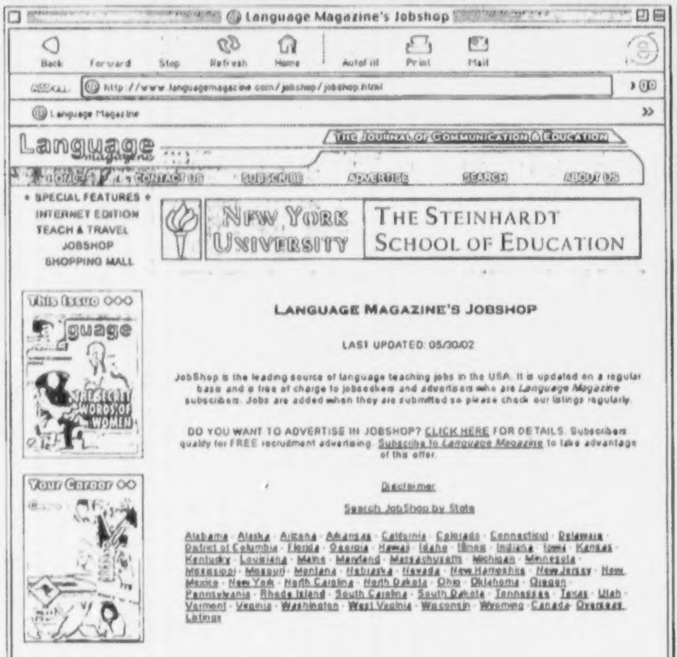

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School Districts Resume Overseas Trips

SCHOOL DISTRICTS are starting to loosen restrictions on overseas travel imposed in the wake of last year's terrorist attacks.

Trips to Europe are in particular demand with many districts sponsoring trips to countries including Spain, France, Italy and Germany.

In Pennsylvania, the Seneca Valley School District placed a temporary ban on foreign travel last year. That ban has now been lifted and two trips—one to Italy and another to Germany—are up for a vote of board acknowledgment. In Farmington, Maine, school-related educational trips overseas have been reinstated for Mt. Blue High School students. District directors recently approved trips for foreign language students to France in February and to Germany and Costa Rica, both in April. Ewan Good, chairman of the Mt. Blue foreign language department, mentioned a potential problem if there is war with Iraq, but pointed out that air travel in general is less dangerous than driving to school.

School officials are urging parents and students to scrutinize carefully the cancellation polices of study abroad companies—many students lost their deposit money last year because of canceled trips. A few school districts have decided not to sponsor trips abroad because of concerns about liability and insurance. Summer trips will be considered as "private vacations" for all practical purposes. There is no board involvement or vote.

The teachers, as sponsors, would not act within the scope of their jobs or be covered by district insurance. This new policy has caused concern among teachers who would prefer to travel with the district's blessing and who are not sure what their position is in terms of personal responsibility.

But many language teachers feel that overseas travel is an essential part of their students' education. As Nancy Campbell, a language supervisor in Pennsylvania, puts it, "To be able to go to another country to study the language and culture with teachers and other students is really a very special experience. Those kinds of experiences are unique and invaluable." ■

Mel's Movie In Ancient Tongues

MEL GIBSON is to direct a movie about Christ's last 12 hours acted out entirely in two ancient tongues—Latin and Aramaic—with no subtitles.

"For me that's more real and hopefully I'll be able to transcend language barriers with filmic storytelling," Gibson said about the movie, called "Passion". "It's very visual and it's about something that has affected civilization in every possible way you can imagine," the actor, a devout Catholic, added.

Gibson acknowledged his choice of languages for the new film was causing headaches as far as U.S. distributors were concerned. "No one wants to touch something in two dead languages. They think I'm insane, maybe I am," joked Gibson, who was born in New York but grew up in Australia.

The "two dead languages" to be used in the movie may be more alive than most people think. Latin is enjoying a revival in American schools and colleges with increasing numbers of students enjoying the rigors and pleasures of the ancient tongue as a spoken language. Aramaic, a Semitic language related to Hebrew, was the common language of the Middle East from around 600 BC and until around 650 AD. It is still spoken in some villages and small towns in Syria and Lebanon. ■

Potter Publishers Purchase PCP

PETER COLLIN PUBLISHING (PCP), the publisher of specialist English and bilingual dictionaries, has been bought by Bloomsbury Publishing, publisher of the world famous Harry Potter books.

Bloomsbury's Reference Publishing director, Kathy Rooney, said, "We are delighted to take on the Peter Collin list and that both Peter and Simon Collin will stay closely involved."

"The strengths of the Peter Collin list in specialist and bilingual dictionaries complement our own dictionary ranges and will substantially enhance our reference publishing program by providing additional high-quality content that can be exploited in electronic as well as print form."

The $1,400,000 deal gives Bloomsbury more than 130 subject dictionaries and language titles that are used by students, translators and professionals. Bloomsbury CEO, Nigel Newton, said, "This acquisition extends the range of our reference content and demonstrates Bloomsbury's commitment to growing its sources of high-quality repeat revenues."

"The acquisition will help us achieve our aim of increasing our presence in the reference markets both in the UK and in the US," Newton added. ■

Fulbright Program Provides Global Insights

AN INDEPENDENT assessment of the U.S. Scholar component of the Fulbright Educational Exchange Program has concluded that the Program is achieving its mandate of promoting mutual understanding and cooperation between the U.S. and other nations.

The two-year outcome assessment, carried out by SRI International, an independent research institute, found two key themes: the capacity of the Fulbright experience to increase Americans' knowledge of and engagement with the world, and the power of personal relationships to increase mutual understanding. These themes are particularly compelling in view of the events of September 11, 2001.

The real power of the Scholars' experiences is in their "multiplier" effects. The study indicates that during their grant period, the Scholars teach, collaborate in research with colleagues and students, organize workshops, provide media interviews, socialize with neighbors, and interact in many other ways with a variety of people in their host countries. When they depart, they leave behind books and other materials, changed curricula, new ideas and new perspectives and increased understanding of American culture—immediately and for many years to come.

"This study demonstrates and quantifies the impact of the Fulbright Scholar Program for the first time," said Dr. Patti McGill Peterson, executive director of the Council for International Exchange of Scholars (CIES), which administers the Program through a cooperative agreement with the U.S. Department of State Bureau of Educational and Cultural Affairs. "It underlines the value of the program to America's international relationships and also to Americans' understanding of other nations. At a time when the world is so endangered by lack of understanding, the Fulbright Scholar Program is a beacon of hope."

Virtually all Scholars reported that their Fulbright experiences gave them a deeper understanding of their host country and heightened their awareness of social and cultural diversity. They also cited ways in which ongoing personal contacts stemming from living and working in a community put a face on U.S. policies and culture and increase mutual understanding. ■

ESL Refund for Uncle Sam

THE CALIFORNIA Department of Education will reimburse the federal government at least $2.5 million in grants that were intended to fund ESL classes for immigrants, but were allegedly misused by community organizations.

The federal grants—which were first made available in 1994—were distributed among groups that provided English language tuition for immigrants who were applying for U.S. citizenship. Problems were reported in 1999, when state auditors reported that some of the groups could not account for the funds and some had even forged records for programs that did not exist.

Criminal charges have been filed by federal prosecutors against two groups in southern California that received grants. State and federal governments have filed civil suits against those groups and others. The organizations have denied misusing the money.

Assistant U.S. Attorney Michael Hirst, the federal government's lawyer, criticized the state Department of Education for failing to monitor community organizations and ignoring consultants' reports of problems.

"There is no excuse for allowing organizations to misuse the funds over several years and yet continuing to fund those organizations," said Hirst. "The real victims are the students who did not receive the training," he added.

In response to the criticism, State Superintendent, Delaine Eastin, said she has increased staff and is working with the federal government on improved monitoring. ■

New President for McGraw Division

STEVE VAN THOURNOUT has been named president of Wright Group/McGraw-Hill, a provider of elementary school supplementary materials, which is a unit of McGraw-Hill Education.

Mr. Van Thournout is currently president of McGraw-Hill/Contemporary, which publishes materials for the English as a Second Language, Adult Education and General Equivalency Diploma (GED) markets, and he will continue to oversee the unit.

"With over 20 years experience in educational publishing, Steve has the knowledge, perspective and leadership to take Wright Group/McGraw-Hill to the next level in meeting the needs of educators, particularly in the supplementary area," said Robert E. Evanson, president of McGraw-Hill Education.

Mr. Van Thournout joined McGraw-Hill Education in 2000 with its acquisition of Tribune Education, where he was vice president and educational publisher of NTC/Contemporary. After the purchase, he was named president of McGraw-Hill/Contemporary. Prior to McGraw-Hill Education, Mr. Van Thournout held executive positions at various publishers, including Steck Vaughn, Random House, and Tribune Education. ■

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Medical School Incorporates Spanish

MEDICAL STUDENTS AT Wake Forest University School of Medicine in North Carolina will take a compulsory Spanish language course so they can be better equipped to communicate with a growing number of Hispanic patients.

"The classes are focused on medical Spanish. Students aren't going to be conjugating verbs or learning how to order in a restaurant," says Venita W. Morell, an associate professor of family and community medicine who directs the medical school's Phase Five, the final stage before students begin their residencies.

The students will learn to greet patients in Spanish and ask them if they are taking medications and whether they're in pain. They will also be able to refer them to translators for more in-depth information. "The patient may have a child acting as a translator, which you don't want, especially if the medical problem is a personal matter," Dr. Morell says

Between 1990 and 2000, the Hispanic population in North Carolina jumped 384 percent, compared with a 21 percent increase for the state's general population, according to U.S. Census figures. In Forsyth County, where Wake Forest is located, the increase in the Hispanic population was 831 percent.

Although other medical schools encourage students to study Spanish or learn about the cultures of their patients, "It's unusual that a medical school would require the students to take a language," says Deborah Danoff, assistant vice president for medical education for the Association of American Medical Colleges. She said that as far as she knows, Wake Forest is the first to do so. ■

Attack of the Nouns

POPULAR TERMS from science fiction movies and TV programs have been acknowledged in the latest edition of the *Shorter Oxford English Dictionary* (SOED).

Words and phrases such as Jedi, Klingon, Warp Drive, Dilithium and parallel universe are among some 3,500 extra words included in the dictionary, which replaces the last version published in 1993.

Other new entries in the SOED include Sizeism, Chick flick, Gateway drug, Get real and Wedgie.

To be included in the dictionary, words must have been used at least five times, in five different sources over five years.

The edition is described as the most comprehensive dictionary of current English and its history from 1000 AD to the present day. ■

New Books for China

HINA WILL ADOPT new English textbooks to improve students' listening and speaking skills.

New textbooks compiled according to new criteria will be used in the country's primary and middle schools within five years. At present, a number of English textbooks of this kind have been used in some Chinese schools on a trial basis since last autumn.

In the past, Chinese schools paid more attention to teaching students how to read and write English and encouraged them to memorize English vocabulary rather than communicate directly.

One result is that many people cannot speak even everyday English fluently despite having learned the language for more than 10 years.

China has drafted a standard for English teaching during the nine-year compulsory education period from primary school to junior middle school, to replace the former teaching program, sources said.

The new teaching program divides English proficiency into nine grades with English courses beginning from grade three in primary school. The English levels of secondary school graduates are expected to reach grade eight. Grade nine is a standard for graduates of foreign languages schools.

The new English teaching program requires teaching materials that are adapted to the knowledge level and psychological development of primary and middle school students, and with more interesting content that's relevant to life today. ■

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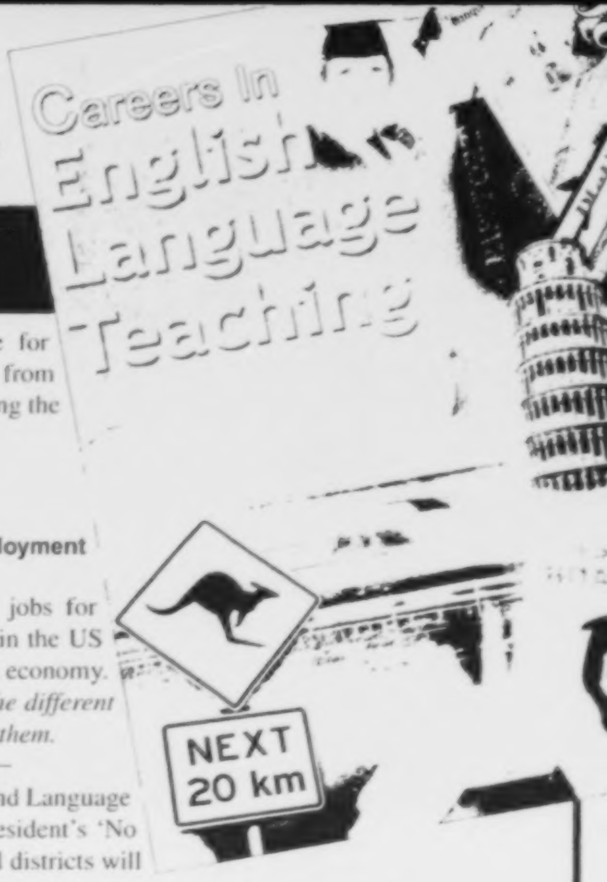

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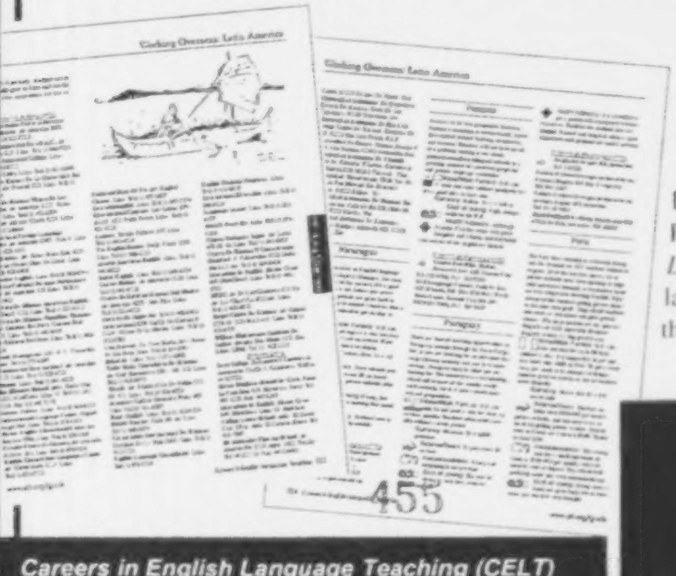

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Publication Date:	**April 2001**
Price:	**$24.95**
Binding:	**Paperback Original**
Pages:	**240**
ISBN:	**0-9678356-1-5**
Publisher:	**American Language Press**

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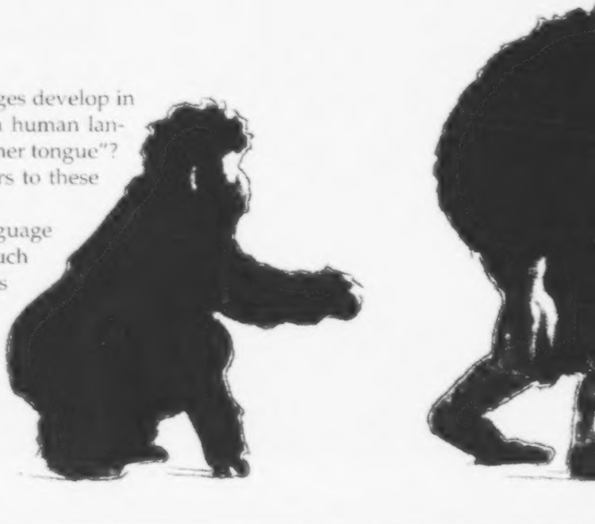
In Search of the Mi

Are all languages descended from a common linguistic ancestor? **David Kaufman** reports on research that seeks to discover the origins of speech



When and where did human language begin? Did human languages develop in different places independently of each other, or did all modern human languages arise from one common source—from a primordial "mother tongue"? Linguists are continuing their search to find the elusive answers to these tough questions.

Among theories of language origins, two major hypotheses exist: 1) language arose suddenly out of cultural necessity due to rapid technological advances such as tool-making ability; and 2) language evolved slowly and gradually, perhaps originating among our most ancient hominid ancestors. Of the two theories, the latter seems the most logical and reasonable. The latest research posits that language use began at least 150,000 years ago, meaning that language use began relatively early in human history and did not arise suddenly.

It is now generally accepted that the human species originated in north-central Africa and gradually migrated from there across the Eurasian continent, into the Americas, and across the Pacific. It seems plausible then that a first human language, a "proto-language," may have originated in Africa as well among our earliest hominid ancestors. Once humans began their mass migrations from Africa northward, the proto-language may have gradually diffused, changed, and developed into the many different languages of today.

Fossil records can leave us with a fairly accurate, though incomplete, account of physical history, and anthropological evidence can tell us a lot about how our hominid ancestors looked. But the rapid deterioration of the soft tissue of vocal apparatuses leaves us with little or no evidence of exactly how they sounded. Linguists can hypothesize that modern human language most likely arose from a combination of physical gestures, facial expressions, and noises such as grunts, hoots, and howls, sounds not so different perhaps from those of our modern ape cousins. Most of this primal communication was likely related to sounds of distress and warning. The earliest use of sound combinations may have served to reference physical objects. There is, however, a wide gap of missing data between such possible simplistic language beginnings and the development of the complex system of communication we have today. Unfortunately, because written language did not arise until about 4,000 years ago with the Sumerians, we have no written records to document the history and development of language prior to this time.

A few linguists, including the late Joseph Greenberg, Merritt Ruhlen and the Russian scholars Dolgopolsky, Illich-Svitych, and Shevoroshkin, have theorized that it is possible to re-create at least some of the vocabulary of a proto-language based on global "cognates"—similar-sounding words having the same or similar meanings—across the world's modern languages. They believe they have discovered numerous proto-words of a proto-language, including the above for "water" and facing page for "finger" with these supposed cognates extant among several languages of different language families worldwide.

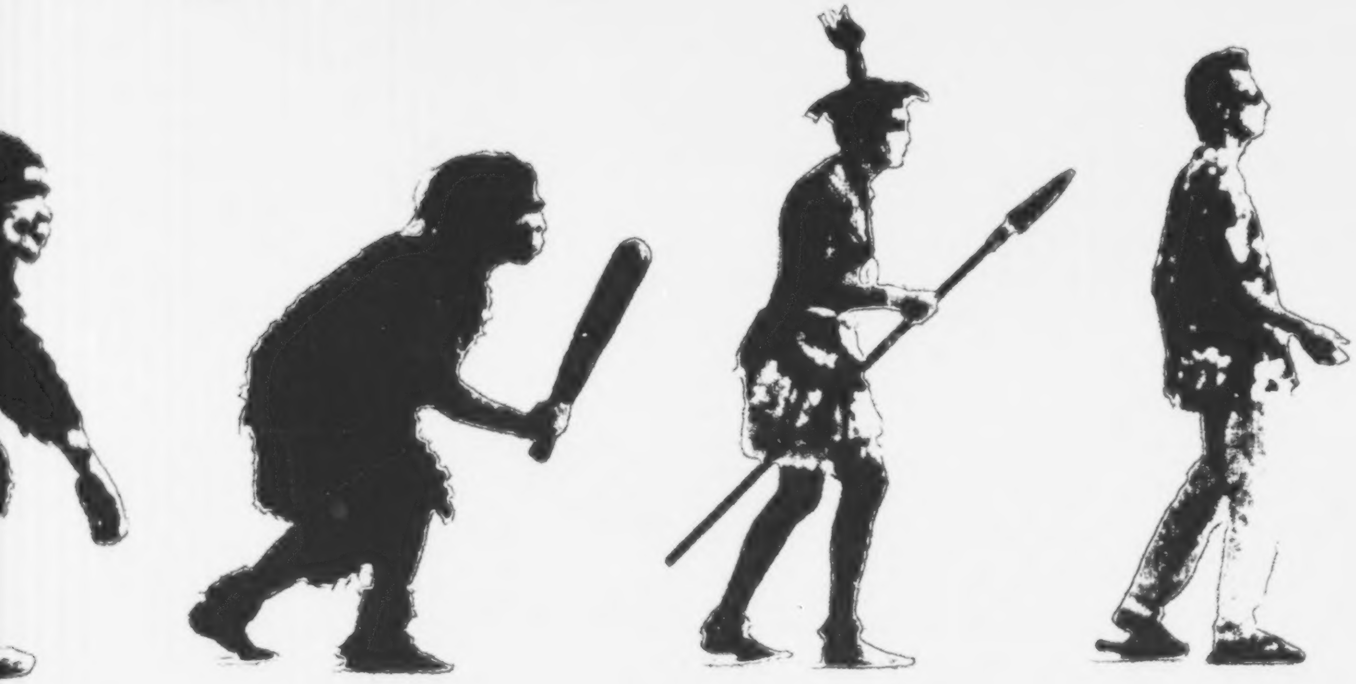
Proto-words marked with an asterisk (*) mean the word has been artificially reconstructed based on analysis of current language data and probable systematic sound changes.

Note that, in the first table, not all root words refer to "water" per se, but through the common linguistic processes of metaphor and metonymy, also called extension,

Table 1. Proposed proto-word: *akw_
Modern cognates:

Language	Family	Word	Meaning
Hittite	Indo-European	eku-	water
Latin	Indo-European	akwa	water
Ainu	unaffiliated	wakka	water
Japanese	Altaic	aka	(bilge) water
Caddo	Almosan-Keresiouan	koko	water
Quechua	Andean	yaku	water
Gothic	Indo-European	ahwa	river
Mojave	Hokan	aha	water
Mangbetu	Nilo-Saharan	eguo	water

sing Language Link



they can refer to bodies of water such as a river. Similarly, in the second table with *tik, the root words, while not all meaning "one," nevertheless refer to extensions of the number one such as to finger (since fingers are used in counting and pointing to the "one") and, by extension, to the entire hand or to a part of the finger).

Table 2. Proposed proto-word: *tik

Language	Family	Word	Meaning
Digul	Trans-New Guinea	tuk	fingernail
Washoe	Hokan	tsek	finger
Hausa	Afroasiatic	tak	only one
Japanese	Altaic	te	hand
Tibetan	Sino-Tibetan	tsig	one
Dinka	Nilo-Saharan	tok	one
Latin	Indo-European	dig-	finger
Turkish	Altaic	tek	only
Sarsi	Athabaskan	tlik	one
Vietnamese	Mon-Khmer	tay	hand

Although such data may at first seem intriguing, linguists must be careful in assuming common language origins from a small set of seemingly similar words. Due to the constraints of our limited vocal apparatuses and the finite number of sounds we are physiologically capable of producing, it is not too difficult to find "accidental" cognates among the world's languages. For example, the Greek *mati* and the Maori *mata* both mean "eye." These languages are from two vastly different language families: the former Indo-European and the latter Austronesian (also called Malayo-Polynesian). Yet there is little difference between these two words, which share the same meaning. But to theorize that Greek and Maori are historically linguistically related based on this single "cognate" would certainly be an error. However, according to proponents of the proto-language theory, multiple word similarities among such a diverse group of languages as shown in the tables above may be more than mere coincidence.

We may never know what the vocabulary of the first language was like. Part of the difficulty in re-creating the first sounds and vocabulary of a proto-language through analysis of words in modern tongues lies in the fact that sounds and words in language can change drastically in a relatively short time. Since we are lucky that Latin was a written language, and we can clearly trace its evolution into the modern Romance languages, we can give a good example. We know that the Latin word for water, *aqua* [akwa], became, over the course of the last one thousand years, the Italian *acqua* [akkwa], Spanish and Portuguese *agua* [a_wa] and [agwa], Romanian *ap_* [ap_] and French *eau* [o]. We can see that the sound structure of the original Latin word changed comparatively little in Italian, Spanish,

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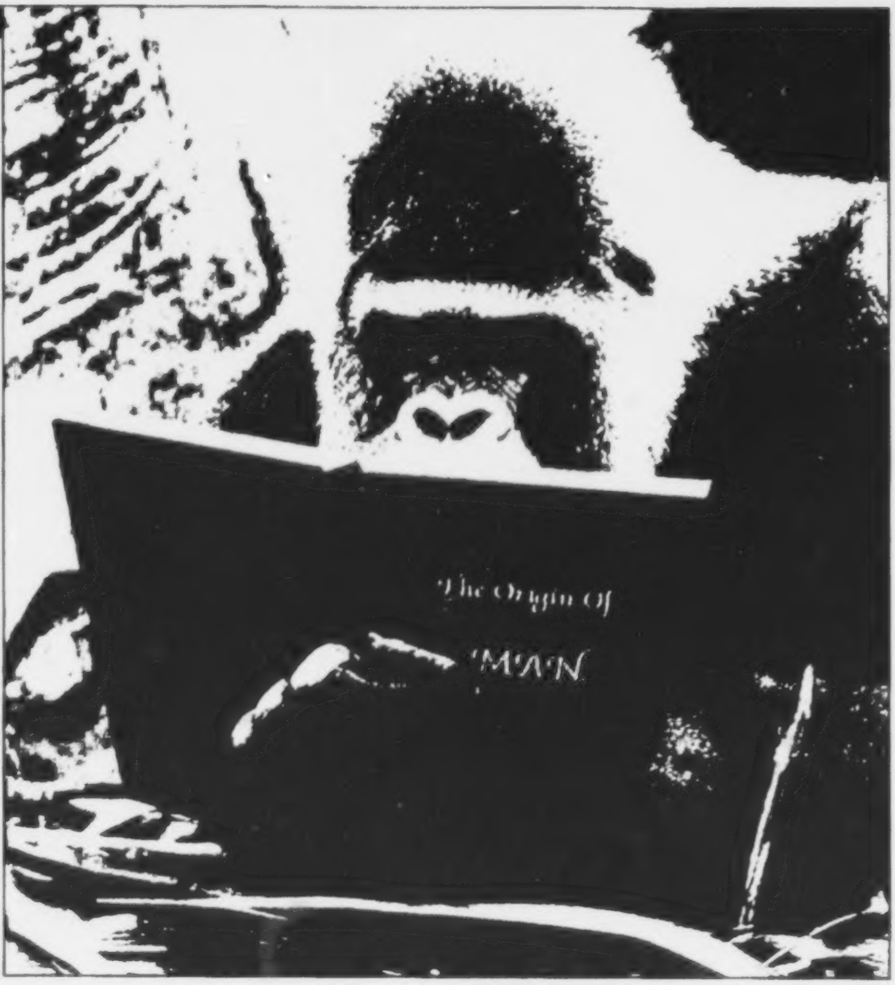
Portuguese, and, even in Romanian, there remains some semblance of the original Latin word. But look what happened in French! The velar sound [k] has completely dropped away, leaving only the vowel sounds *a w a* with the final *a* dropping away leaving the diphthong (double vowel sound pronounced as one) *aw*. This diphthong eventually underwent another sound change (vowel raising from *a* to *o*) and became a monophthong (single vowel sound), which left the word's current pronunciation, simply [*o*]. If a word's sound structure can change so drastically in just a thousand years as to be practically unrecognizable as a derivation from the mother tongue, as French so aptly demonstrates, then what can we expect of a word's sound structure over the course of 150,000 years, the supposed total time of development from the proto-language to its modern offshoots?

According to McWhorter, what is easier to deduce than the vocabulary of a proto-language is its grammatical structure. We can be relatively certain that a proto-language would have had a simplified grammatical structure, perhaps closest to that of modern pidgin languages. Pidgin languages, especially numerous in the Caribbean and southeast Asia, are formed when various communities speaking different mother tongues come into contact with each other, usually for the purpose of trade and commerce. They often "borrow" words from the vocabularies of the various mother tongues spoken by the traders.

The grammars of the pidgin languages are relatively simple, lacking such morphological baggage as case endings (declensions), verb conjugations, and sometimes sufficing with just one all-purpose preposition and often no changes in tense, such as from present to past or future. As McWhorter proposes, the morphological trappings of declensions, verb conjugations, multiple prepositions and changes in verb forms for tense or aspect have only evolved more recently in languages as a means of achieving more specificity and detail and are not necessary for simple communication. Thus, a proto-language's grammar was likely very similar in structure to a modern pidgin in that the proto-language would have had a very basic and rudimentary vocabulary without the morphological changes common in many modern languages.



It is likely that a single word served as both a noun and a verb; plural marking probably did not exist, being left open to context or by specifying a particular number; multiple pronouns were likely not needed, with the single word for "I" serving, not only for subject, but also for "me" (direct object), "to me" (indirect object) and "my" (possessive); tense and aspect were likely non-existent with perhaps words for "yesterday," "today," or "long time ago" added to a single verb form to indicate time frame, if and when it became necessary to specify. Simple sentences were probably all there with no such thing as compounding, i.e., "John will come and cook" would probably have been rendered as something like "John come. John cook." The conjunctions and, but, and or were likely not necessary as long sentences were probably non-existent. And, most likely, conditional if-then clauses or the use of our would, could, and should would not have existed, since the lives of our earliest hominid ancestors among whom a proto-language would have been spoken would have been focused only on the present needs for immediate survival.

My last sentence is a case in point: modern English provides the means for communicating hypothetical ideas about hypothetical beings in a hypothetical past by the use of the modal would, but such abstract thinking may not have even yet developed among the cognitive abilities of the speakers of a proto-language, since their whole focus would have been on day-to-day, even hour-to-hour, survival, thus rendering even the capability for use of an abstract and conditional would-type construction unlikely in a proto-language.

Indeed, for a linguist to discover the origin and historical development of human language would be the equivalent of an anthropologist finding "the missing link"—the bone fragments which would link modern humans to our supposed ancestral progeny. Unfortunately, finding the missing links of language origin and development is no easy task, and may, perhaps, even prove to be impossible.

But one of the exciting aspects of being a linguist is the hope of being the one to discover the incontrovertible evidence, which will change human perception and civilization forever, even in the face of overwhelming odds against such a discovery! ■

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David Kaufman holds a BA in International Studies and an MA in Linguistics.

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REVITALIZING LANGUAGES

David Crystal discusses language life, death, and resurrection

A language dies only when the last person who speaks it dies. Or perhaps it dies when the second-last person who speaks it dies. For then there is no one left to talk to.

There is nothing unusual about a single language dying. Communities have come and gone throughout history, and with them their language. Hittite, for example, died out when its civilization disappeared in Old Testament times. But what is happening today is extraordinary, judged by the standards of the past. It is language extinction on a massive scale.

The Size of the Problem

According to the best estimates, there are some 6,000 languages in the world. And of these, about half are going to die out in the course of the next century: 3,000 languages, in 1,200 months. That means, on average, there is a language dying out somewhere in the world every two weeks or so.

How do we know?

In the course of the past two or three decades, linguists all over the world have been gathering comparative data. If they find a language with just a few speakers left, and nobody is bothering to pass the language on to the children, obviously that language is bound to die out soon. And we have to draw the same conclusion if a language has less than 100 speakers. It is not likely to last very long. A 1999 survey has shown that 96% of the world's languages are spoken by just 4% of the people. No wonder so many are in danger.

Why are so many dying?

The reasons range from natural disasters, through different forms of cultural assimilation, to genocide. Small communities in isolated areas can easily be decimated or wiped out by earthquakes, hurricanes, floods, and other cataclysms. A habitat may become unsurvivable through unfavorable climatic and economic conditions—famine and drought especially. Communities can die through imported disease. Cultural assimilation is an even bigger threat. Much of the present crisis stems from the major cultural movements, which began 500 years ago, as colonialism spread a small number of dominant languages, such as English, Spanish, Portuguese, and French, around the world. Can anything be done? Plainly it's too late to do anything to help many languages, where the speakers are too few or too old, and where the community is too busy just trying to survive to care about their language. But many languages are not in such a serious position. Often, where languages are seriously endangered, there are things that can be done to give new life to them. The term is revitalization.

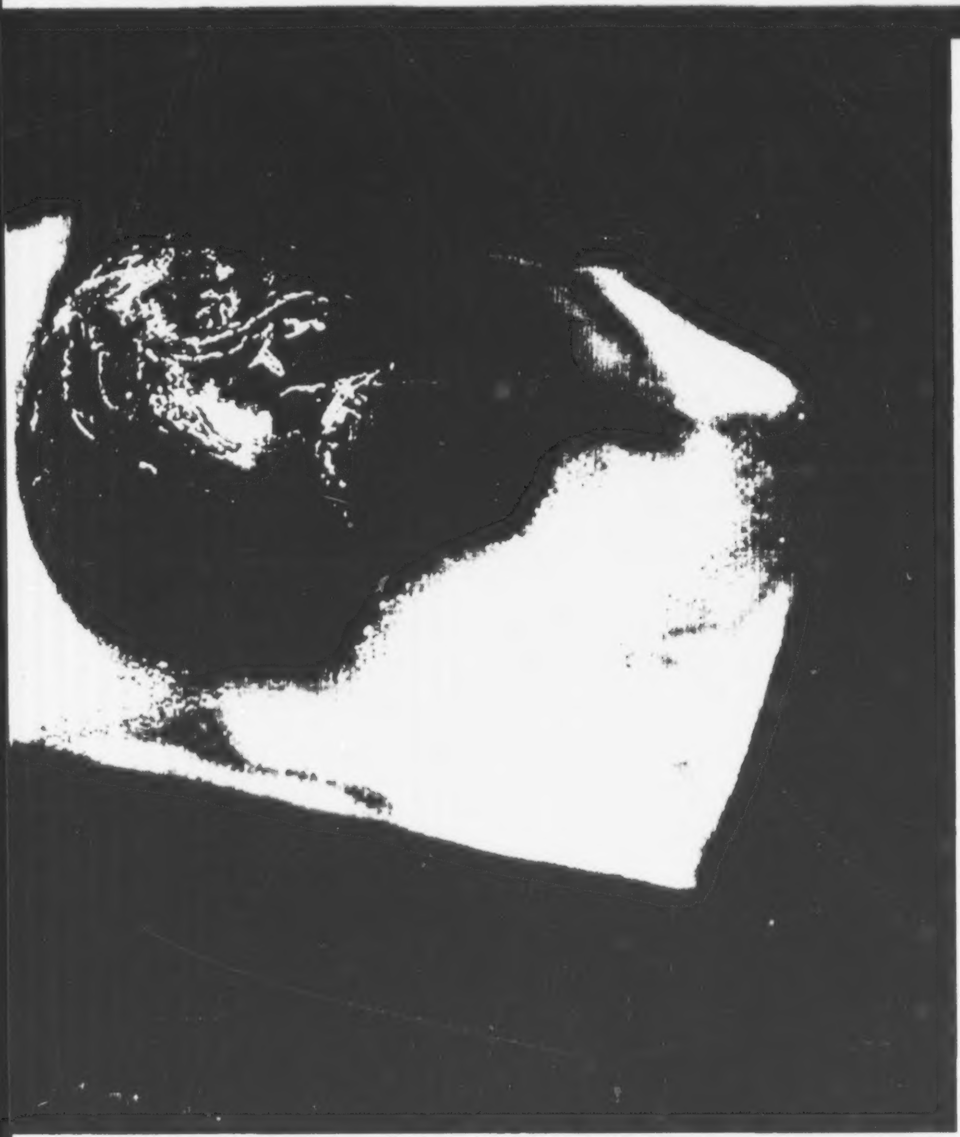
Why Should We Care?

Once a community realizes that its language is in danger, it can get its act together, and introduce measures, which can genuinely revitalize. Everything has to be right, of course, for there to be a likelihood of success. The community itself must want to save its language. The culture of which it is a part must need to have a respect for minority languages. There needs to be funding, to support courses, materials, and teachers. And there need to be linguists, to get on with the basic task of putting the language down on paper.

That's the bottom line: getting the language documented—recorded, analyzed, written down. The obvious reason for this is educational—the need for literacy. People must be able to read and write, if they or their language is to have a future in an increasingly computer-literate civilization.

But there's a second reason, and this is all to do with why we should care about dying languages at all. We should care for the very same reason that we care when a species of animal or plant dies. It reduces the diversity of our planet. We are talking about the intellectual and cultural diversity of the planet now, of course, not its biological diversity. But the issues are the same. Enshrined in a language is the whole of a community's history, and a large part of its cultural identity. The world is a mosaic of visions. To lose even one piece of this mosaic is a loss for all of us.

We can learn so much from the visions of others. Sometimes the learning is eminently practical, such as when we discover new medical treatments from the folk medicine practices of an indigenous people. Sometimes it is intellectual—an increase in our awareness of the history of our world, as when the links between languages tell us



"People must be able to read and write, if they or their language is to have a future in an increasingly computer-literate civilization."

something about the movements of early civilizations. And of course, very often we learn something new about language itself—the behavior that makes us truly human. That is why it is so important to document these languages as quickly as possible. With every language that dies, another precious source of data about the nature of the human language faculty is lost—and there are only about 6000 sources in all.

Can It Be Done?

Can we save a few thousand languages, just like that? Of course, if the will and funding were available. So how much would it cost? It is not cheap, when you think of what has to be done—getting linguists into the field, training local analysts, supporting the community with language resources and teachers, compiling grammars and dictionaries, writing materials for use in schools—and all over a period of several years, because it takes time, lots of it, to revitalize an endangered language. Conditions vary so much that it is difficult to generalize, but a figure of $100 thousand a year per language cannot be far from the truth. If we devoted that amount of effort over three years for each of 3,000 languages, we would be talking about some $900 million.

Shall we be neat, and say a billion dollars? It sounds like a lot. But we must put it in perspective. It is equivalent to just over one day's OPEC oil revenues, in an average year. Or a fraction of the profits of the major computer organizations. I often fantasize: wouldn't it be fine if the companies which have most fostered the linguicidal consequences of globalization in the last century should be the ones to save the world's languages and cultures from extinction in this one? It could be done.

There are very few success stories so far, because the money and political will have not been there, and in many cases it is too soon to say whether long-term survival is certain. But there are some famous cases of what can be done when both will and means are present. Probably the best known is Modern Hebrew, resuscitated to serve as the official language of modern Israel. Then we have the case of Welsh, alone among the Celtic languages in not only stopping its steady decline towards extinction but (in the 1991 census) showing signs of real growth. The status of Welsh is protected by two Language Acts now, and its presence is increasingly in evidence wherever you travel in Wales.

On the other side of the world, Maori in New Zealand has been maintained by a system of so-called "language nests", first introduced in 1982. These are organizations, which provide children under five with a domestic setting in which they are intensively exposed to the language. The staff are all Maori speakers from the local community. The hope is that the children will keep their Maori skills alive after leaving the nests, and that as they grow older they will in turn become role models to new generations of young children.

There are cases like this all over the world. A similar language immersion program has been used in Hawaii, with promising results for Hawaiian. The same applies to Tahitian (in Tahiti) and Yukagir (in Siberia). In North America, Navajo, Seneca, and Mohawk are among several Indian languages, which have begun to benefit from a "bottom-up" reawakening of interest by local communities, along with "top-down" political support, in the form of measures guaranteeing language rights. And when the reviving language is associated with a degree of political autonomy, the growth can be especially striking, as shown by Faroese,

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spoken in the Faroe Islands, after the islanders received a measure of autonomy from Denmark.

Several seriously endangered Aboriginal languages of Australia have been maintained and revived, thanks to community efforts, work by Australian linguists, and the help of local linguistic and cultural organizations. And if good descriptions and materials are available, even extinct languages can be resurrected. Kaurna, from South Australia, is an example. This language had been extinct for about a century, but had been quite well documented. So, when a strong movement grew for its revival, it was possible to reconstruct it. The revised language is not the same as the original, of course. It lacks the range that the original had, and much of the old vocabulary. But it can nonetheless act as a badge of present-day identity for its people. And as long as people continue to value it as a true marker of their identity, and are prepared to keep using it, it will develop new functions and new vocabulary, as any other living language would do.

It is too soon to predict the future of these revived languages, but in some parts of the world they are attracting precisely the range of positive attitudes and grass roots support, which are the preconditions for language survival. The interest can be seen in Britain, in the form of enthusiastic revival movements supporting Cornish and Manx, whose last mother-tongue speakers died out many decades ago. In such unexpected but heart-warming ways might we see the grand total of languages in the world minimally increased.

An Eternal Loss

Saving languages is expensive, time-consuming, and energetic work. But it is immensely worthwhile. It is difficult to convey the sense of joy and pride that people feel when they realize that their language will live on. And conversely, it is difficult to express the sense of loss, when you have not experienced it. Australian author David Malouf puts it this way, in his short story *The Only Speaker of His Tongue* (1985): "When I think of my tongue being no longer alive in the mouths of men, a chill goes over me that is deeper than my own death, since it is the gathered death of all my kind."

Language death is like no other form of disappearance. When people die, they leave signs of their presence in the world, in the form of their dwelling places, burial mounds, and artifacts—in a word, their archaeology. But spoken language leaves no archaeology. When a language dies, which has never been written down, it is as if it has never been. ■

Professor David Crystal is one of the world's foremost experts on the subject of language. After a long and distinguished academic career, David now travels extensively lecturing on language to audience throughout the world His recent books include *Language Death* and *Shakespeare's Words*.

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Rewarding Workplace Bilingualism

Bilingual employees are good for business and good for America, says **Amado Padilla**, who argues that heritage language speakers should be adequately compensated for their skills

Many secondary school districts require that students complete at least one year (and in some school districts two years) of a world language for graduation. In addition, many universities and colleges have instituted a foreign language proficiency requirement that calls for students to demonstrate mastery of a second language. However, the rationale for a world language requirement is rarely given or explained to students. Generally, there is some folk wisdom surrounding a foreign language requirement such as: "It will help students better understand and appreciate other cultures and their people." This is admirable, especially in an increasingly multicultural society like the United States.

There is a mixed message though in our language education policy when it comes to heritage language students. English monolingual students are told in various ways (e.g., school graduation requirements) that proficiency in a foreign language will be an asset for them. At the same time, students from language minority homes are told in countless ways that English language proficiency is the ticket for success in this country and with this comes the added message about the virtue of shedding the home language. So what should it be—foreign language for native English speakers and linguistic assimilation into English and home language attrition for heritage language students?

In recent years, there has been much lip service given to the opportunities in business and government service for persons with bilingual skills. Foreign language teachers use the idea of increased economic opportunity as a "motivational" hook for trying to induce excitement in students about the payoff for developing bilingual skills. However, a review of the literature on the economic advantages of possessing two languages did not result in a single empirical study that documented that bilingualism gave the person a financial and/or economic edge over a monolingual person with the same education or experience. What we did find though were many references to the need for employees to be knowledgeable of other languages and cultures. Below are two of many such statements found in our search:

- According to a recent issue of *Smart Business* magazine, a survey of major firms by the Washington-based Employee Relocation Council found that companies spend an average of $1 million to replace employees who can't handle overseas assignments. 58% of these returnees to the U.S. indicate that they had difficulty adjusting to the language and culture of the new nation.
- A brochure of the Modern Language Association states "If you've ever thought of being a nurse, a doctor, a police officer, a judge, an architect, a businessperson, a singer, a contractor, or a web master, you will multiply your chances of success if you speak more than one language. A hotel manager or a customer-service representative who knows English and Spanish or English and Korean may look much better at promotion time than one who knows only English."

Therefore, to explore the question of economic gain for being bilingual, I along with several colleagues conducted a phone survey of employers in Santa Clara, California. Our goal was to determine whether there was an economic advantage

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"A few highlights of our study revealed that among phone companies there is a wage differential for bilingual employees."

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for bilinguals in the local job market. We contacted banks, hospitals, police departments, a county social service department, the regional office of the INS located in the county, school districts, and several nationwide communication companies with local offices. Most of the information was obtained from spokespersons within the human resources office and/or personnel department. Our phone interviews consisted of five questions: (1) Is there a hiring preference for people who are bilingual? (2) Do you have a salary differential for bilingual employees? (3) How do you determine if the applicant is truly bilingual if this is a prerequisite for the job? (4) Are there specific language needs that your company is especially interested in because of types of clients served? (5) If your company or department does pay more to persons possessing bilingual skills, is that for all jobs or is it different depending on the level of the position (e.g., managerial vs. entry level)?

We selected Santa Clara County because it is the center of Silicon Valley. This area is a treasure trove of people from all over the world and if linguistic diversity and appreciation for bilingualism can be found anywhere it is in Santa Clara County. For example, the 2000 census indicates that 45 percent of all residents in the county spoke a language other than English at home.

A few highlights of our study revealed that among phone companies there is a wage differential for bilingual employees. A spokesperson for AT&T said that their salaries vary according to the level of the position, while MCI said that they use a separate transfer service if bilingual speakers are required, but that these workers do get paid more. In addition, Sprint said that they pay bilingual workers 5% more than monolinguals and that this applies across the board regardless of the position level. The INS reported that the border patrol requires competency in Spanish or another language depending on the area in which the person works. In fact, training for the border patrol includes intensive Spanish language instruction.

The public social service agency that was contacted stated that they have no hiring preferences for people who speak more than one language, but they do pay bilingual social workers up to $1,200 more a year. However, the spokesperson for the agency said that there was no formal mechanism in place for bilingual professionals. In other words, social workers were assigned to projects when a bilingual professional was needed (primarily Spanish and Vietnamese). Therefore, social workers employed fulltime were not required to use a second language on a day-to-day basis. Bilingual professionals were only used on a project-to-project basis and when used, they were paid $100 more a month.

A local branch of a large nationwide banking chain stated that it did not have a hiring preference for bilingual applicants. Although at this same bank, several bilingual bank tellers indicated that they use their Arabic, Spanish, Taglog, and Vietnamese skills at least several times a week. A Kaiser Permanente spokesperson said that they do have hiring preferences for individuals who are bilingual, especially if the language is Spanish. However, they do not have a salary differential for their bilingual employees. Further, they have not established any procedures for checking the proficiency level of applicants who claim to be bilingual. The personnel department simply trusts that the individual is telling the truth about their bilingual skills.

Several school districts were also contacted and none indicated a preference for bilingual teachers unless the person was specifically applying for a bilingual teaching position or as a foreign language teacher. School administrators indicated that they were always on the "lookout" for teachers who were bilingual, especially in Spanish, but this didn't guarantee the person a job and certainly not an extra stipend.

A job search website geared specifically for Latinos was also examined for job listings and language preferences. We found that for the most part, the jobs listed on the website did not necessarily pay more for bilingual skills, but being bilingual was a requirement for employment for many of the listed positions. Interestingly, although there was no financial incentive for an applicant to be bilingual, many of the jobs posted indicated that the applicant had to be a fluent Spanish/English speaker!

The results of the survey are disheartening because they suggest that bilingualism is still not highly valued in a geographic area known for its multicultural and multilingual diversity. Many corporate leaders and politicians have referred to Silicon Valley as the "new industrial engine" of the new multinational economy. However, we are left wondering why bilingualism is not more valued

by public and private employers alike, especially in a county as rich in language diversity as anywhere on earth. How can those of us who value bilingualism look our heritage language learners in the eye and say that there are economic advantages in store for them if they maintain the language of the home while also learning English. I believe strongly that there should be some direct and tangible economic advantage to being bilingual. It is not enough to simply tell a student from a heritage language home that there are cognitive, cultural, or social advantages to being bilingual. It would be comforting to know that bilingualism also pays off in the long run in terms of monetary incentives.

There are a few things that we can do to change the low status of bilingualism in the workplace especially among our heritage language youth. First, as language educators we must continue to encourage our students that there is inherent value in maintaining a home language. This requires the concerted effort of parents, schools, and influential role models such as recording artists, and TV and movie personalities. Second, we need to unite with ethnic oriented business organizations to adopt policies that support heritage language maintenance under the banner of "it's good for business." Third, major corporations and government agencies that require bilingual personnel need to be brought to the table and shown that bilingualism is a special skill that requires considerable time and energy and that such skill should be compensated financially in the same way as other skilled workers—after all "it's good for business." Finally, we need to exert pressure on politicians and the federal government to provide stipends and other forms of economic incentives for students and teachers interested in maintaining the language of their ancestors. After all "what's good for business is good for America, and what's good for America is good for business." In sum, everyone's goal will be met when youth from non-English speaking homes can experience economic opportunities because they have maintained their home language and become well-educated world language specialists. Such individuals will have more reason to see themselves as Americans first, yet be proud of their ethnic and linguistic roots. ■

Amado M. Padilla is Professor of Education at Stanford University. He has published extensively in the area of language education, acculturation, and psychological adaptation of immigrants. He is the editor of the *Hispanic Journal of Behavioral Sciences*.

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Bard On a

Steven Donahue examines how computer-driven semantic tools used to analyze the work of William Shakespeare can also help language students learn to be better writers.

I'm Henry the eighth I am
Henry the eighth I am, I am
I got married to the widow next door
She's been married seven times before
Herman's Hermits (Murray/Weston)—written in 1911 and popularized in England by Harry Champion

A long-running literary debate that has perplexed Shakespearean scholars for hundreds of years seems to have been settled in favor of the Bard according to the results of a sophisticated semantic analysis of three Elizabethan texts.

At the specific request of *Language Magazine*, California-based Applied Semantics, Inc., broke down three plays: Shakespeare's *Henry the Eighth*, *Macbeth*, and John Fletcher's *The Tamer Tamed* into semantic categories for comparison.
It has long been assumed that William Shakespeare was assisted by Fletcher in his waning years to collaboratively produce his last play, The Famous Life of King Henry the Eighth. The play was published posthumously in the First Folio in 1623, seven years after Shakespeare's death.

Over two centuries later, in 1850, a scholar named James Spedding published a troublesome essay entitled, "Who Wrote Shakespeare's Henry VIII?" and a fresh controversy over a Shakespeare authorship was born.

Spedding felt that parts of the play were pure Shakespeare in that they displayed, "The same life and reality and freshness; the same rapid and abrupt turnings of thought, so quick that language can hardly follow fast enough, the same impatient activity of intellect and fancy." But Spedding thought other parts did not reflect true Shakespearean talent. His questioning of the authorship of the play attracted a chorus of literati including Alfred Lord Tennyson who wrote, "I have no doubt that much of Henry VIII also is not Shakespeare.

It is largely written by Fletcher." Ralph Wal-do Emerson concurred that, "In 'Henry VIII' I think I see plainly the cropping out of the original rock on which his [Shakespeare's] own finer stratum was laid." The poet and critic, Algernon Char-les Swinburne, also felt the work was not, "traceable in Shakespeare, that no exact parallel to it can be found among his other plays."

In an attempt to settle this centuries-old, roiling controversy, I asked to use the Conceptual Information Retrieval and Communication Architecture (CIRCA) database—which has more than 1.2 million words—to break down the text of the three plays semantically.

The entire texts of the two Shakespeare plays and the work by Fletcher were compared using CIRCA software produced by Applied Semantics, Inc. Above is a redaction of semantic categories that were found in the three texts:

Shakespeare Macbeth		?Sha
Imperial	26%	Imperia
Royal Manners	19%	Royal
Literature	22%	Literatu
Books	15%	Books
England	15%	Englan

When compared with Macbeth, an established work in Shakespeare's canon, the semantic analysis of selected texts from Henry VIII clearly shows that it was written by the Bard alone—there is little semantic affinity to his alleged co-author, John Fletcher.

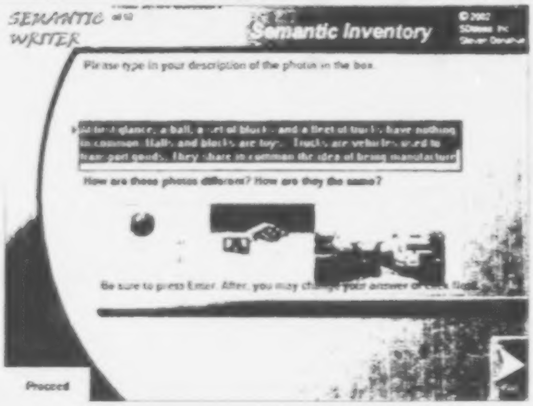
Semantic Analysis in the Language Classroom

When teachers read students' papers, aside from grammar and form, it goes without saying that the papers must make sense. And sense means that there must be a chain of ideas. For example, when thinking of the category "food", you might say "bees" and I would say "honey." The category "home" might elicit the response "hive". In the play Henry VIII, when Norfolk says of the conniving Cardinal Wolsey: "The honey of his language," he is thinking of the category "human".

What's the link? The short answer is semantics, or linguistic meaning of an utterance. When dealing with the semantics of natural language; the relation of language to facts is the focus. But that relationship can get fuzzy, even slippery. In Romeo and Juliet, Shakespeare understood semantics, in "That which we call a rose, by any other name."

Beginning ESL writers at Miami-Dade Community College (M-DCC) in Miami, Florida were asked to respond to a series of three photographs that corresponded to the first semantic categories that young children seem to acquire: food, animals, toys, vehicles,

Wire



Please type in your description of the photos in the box.

At first glance, a ball, a set of blocks and a fleet of trucks have nothing in common. Balls and blocks are toys. Trucks are vehicles used to transport goods. They share in common the idea of being manufactured

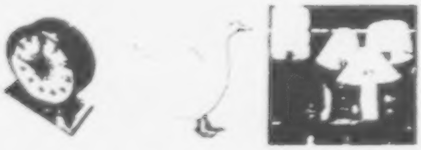
How are these photos different? How are they the same?

Be sure to press Enter. After, you may change your answer or

speare?		Fletcher	
y VIII		Tamer Tamed	
	43%	Sophocles	71%
ers	43%	Women	71%
	18%	Fashion	15%
	12%	Greece	10%
	48%	Europe	7%

clothes, and furniture. The photo series were arranged so that two photos were of the same category, for example, two animals; and one from a different category, say a toy.

Furniture 2



Student Response: To start I wanted say that there aren't any obvious similarities between the three pictures, except maybe between the first and the third ones. An alarm clock and a lamp are two things we could easily find in almost any bedroom. Moreover, we could use the duck's feathers to fill up a pillow, and that is another common object in a bedroom. I think that is the only way we could relation them, they are very different things. One is an animal and the other ones are things, which even though they are made by the human hand, they have nothing in common. (103 words).

SEMANTIC ANALYSIS CONCEPTS

1.	bedroom	11%
2.	alarm clock	7%
3.	lamp	6%
4.	pillow	6%
5.	feathers	5%
6.	duck	5%
7.	animal	5%

CATEGORIES

Relevancy

1. Shopping for Home Accessories /Shopping/Home and Garden/Decor and Design/Accessories	47%
2. Bedroom Furniture/Bedroom	46%
3. Consumer products	45%

Measuring Writing Semantically

Obviously, this student's writing was caught in the "Semantic Net," of the software—the categories Animal and Furniture were correctly picked up. Essentially, the software has gotten into the student's head and come up with a sense of what the writing is about.

As an extension of the photo experiment, M-DCC students' responses to the topic "What is the value of attending college?" were analyzed with the Applied Semantics, Inc. software to see if the machine could understand what these ESL essayists were writing about. Below are the results of a Level 3 student's essays.

LEVEL 3

Student Response: The people attend college for three reasons: job, income, and knowledge. The first reason is job. They can find a better job when complete their college. For example, if someone is studying for doctor when he or she finish the college the chance to find a good job increased. The second reason is income. They can have a good income with a better profession. For example, the salary for a doctor is this country is 250,000.00 dollar annual. The third reason is knowledge. They increase your knowledge and experience with a new career. For example, they have more opportunity to work in different field. Finally, the people attend college for three reasons: job, income, and knowledge. They are three things that everyone have to take it when start to study at the college. (133 Words)

LEVEL 3

Concept Tags

1.	job	15%
2.	income	14%
3.	college	12%
4.	knowledge	9%
5.	salary	4%
6.	reason	4%
7.	doctor	3%
8.	profession	2%
9.	experience	2%
10.	take	2%

Categories

1. Colleges and Universities	77%
2. Compensation	70%
3. Careers Top/ Business/ Employment/ Careers	64%
4. College Financing	64%

In the analysis of a batch of student essays that ranged from Level 2 to Level 6, the effective writing not only stayed on point about the college prompt, but better writing evoked more semantic categories. For example, an effective writer invents categories not present in a photo: the writer sees a woman with a hat and imagines her sitting on a chair that is not present. In fact, category-rich descriptive writing is superior and reveals true human imagination.

In conclusion, readers love Shakespeare because his writings are filled with some of the world's greatest ideas. In the same vein, writing teachers try to bring out the ideas that are within their students and get them to commit concepts to paper. In this regard, success can be measured—semantically. ■

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Steven Donahue teaches ESL at *Miami-Dade Community College* in Florida.

Fading Future for Ferhoodled English

Marion Lois Huffines describes the myths and the realities surrounding the widely recognized German-influenced dialect of the Pennsylvania Dutch and is pessimistic about its survival

If you ask the waitress for cherry pie and she says, "It's all," if the local butcher shop is advertising *Ponhous*, and if the supermarket puts out a sign declaring "*Fastnacht* donuts at $1.69 a dozen," then you can be sure you are in Pennsylvania Dutch country.

The Pennsylvania Dutch are, of course, not Dutch. They are descendants of German and Swiss immigrants who called themselves *Deitsch*, the dialect word for German. Americans who heard *Deitsch* thought they heard the word "Dutch", and the label stuck. The language they speak is a German dialect and is closely related to dialects of southern Germany along the Rhine. So while they are popularly known as Pennsylvania Dutch, they are really Pennsylvania Germans.

The Pennsylvania Germans fall into two major groups: the Plain and the Fancy, or in more technical but equally inexact terms, the "Sectarians" and the "Nonsectarians." The Plain groups include the numerous sects of Amish and Mennonites who settled in southeastern Pennsylvania in the early 1700s seeking religious freedom. The Fancy Pennsylvania Germans include mainstream Lutherans and members of the Reformed Church who also settled in Pennsylvania before the Revolutionary War. Although estimates vary, the Germans outnumbered every other national or ethnic group in colonial Pennsylvania during their peak years of immigration (1749-1754), with the possible exception of the English.

Pennsylvania German is still spoken natively by Old Order Amish and a majority of Old Order Mennonites. Members of these Plain separatist groups speak Pennsylvania German in their homes and communities although they learn English in school, usually in one-room schoolhouses maintained by their own community, which they use when conversing with outsiders. Although members of the Old Orders continue to use Pennsylvania German, there are indications that they may not do so in the future. The increasing number of preschoolers who

continued p.28

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from p.26

speak some English indicates that it is being used to some extent in the home. English also serves the Plain communities for reading and writing so that friends and family members who normally speak Pennsylvania German must write each other in English. Less conservative Amish and Mennonites use more English in their daily lives than do the Old Orders, and this parallels their greater acceptance of modern society in their lifestyle.

The nonplain Pennsylvania Germans are often referred to as the "church people" because they worship in church buildings instead of private homes, or as the "gay" or "fancy" Dutch because they wear colorful clothing. Among these nonplain people, the shift to English is pervasive. The number of native speakers is decreasing. Though some can understand it, the vast majority of young Pennsylvania Germans do not speak the language at all. In nonplain communities Pennsylvania German is used to speak with certain elderly members of the family and neighborhood, and in an attempt to keep secrets from children and grandchildren. There are young speakers, but they typically learn Pennsylvania German as a second language and do not speak it very well.

> "Older people tell stories of being mercilessly teased about their so-called "Dutchy accent" by their peers and even by school officials."

Why did parents stop speaking Pennsylvania German to their children? Most indicate that they chose to raise their children to speak English, specifically because English is the language of the school system. Many people did not speak Pennsylvania German to their children because they believed it would "ruin their English." As a consequence, the younger generation exhibits little mastery of Pennsylvania German. Older people tell stories of being mercilessly teased about their so-called "Dutchy accent" by their peers and even by school officials. One man related that a teacher literally washed out his mouth with lye soap because he spoke Pennsylvania German at school, a story also heard about others.

Because of this abuse, many people not only stopped speaking their language, but also suppressed their accents in order to hide their origins.

The "Dutch accent" expresses itself in a number of ways: in the words that are chosen, in the sounds that make up the words, in how those words are put together to make sentences, and in the melody of those sentences.

Pronunciation

Elderly people who learned Pennsylvania German as their first language have a number of sounds in their English, which generally do not occur in the speech of younger generations. For example, a *j* may sound like *ch*, and the words jars, juice are pronounced *chars*, *chuice*; the *th* of with and thing may be pronounced wiss and *sing*; the *v* sound in visit and available may sound like *w* as in *wisit* and *awailable*; the vowel of butter, nothing, and until sound like *bawter*, *nawthing*, and *ontil*; and the vowel sound of house, mountain, and down are pronounced *haase*, *maantain*, and *daan*. In some respects these elder Pennsylvania Germans sound like recent German immigrants, but their families have been in the U.S. for over 200 years.

These characteristic sounds are slowly

continued p.30

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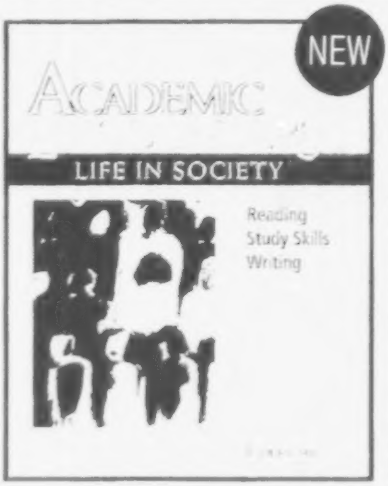
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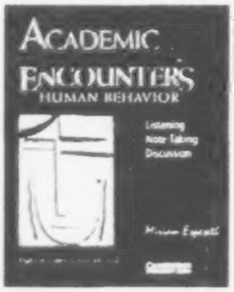
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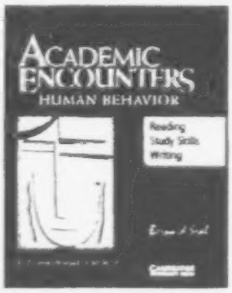
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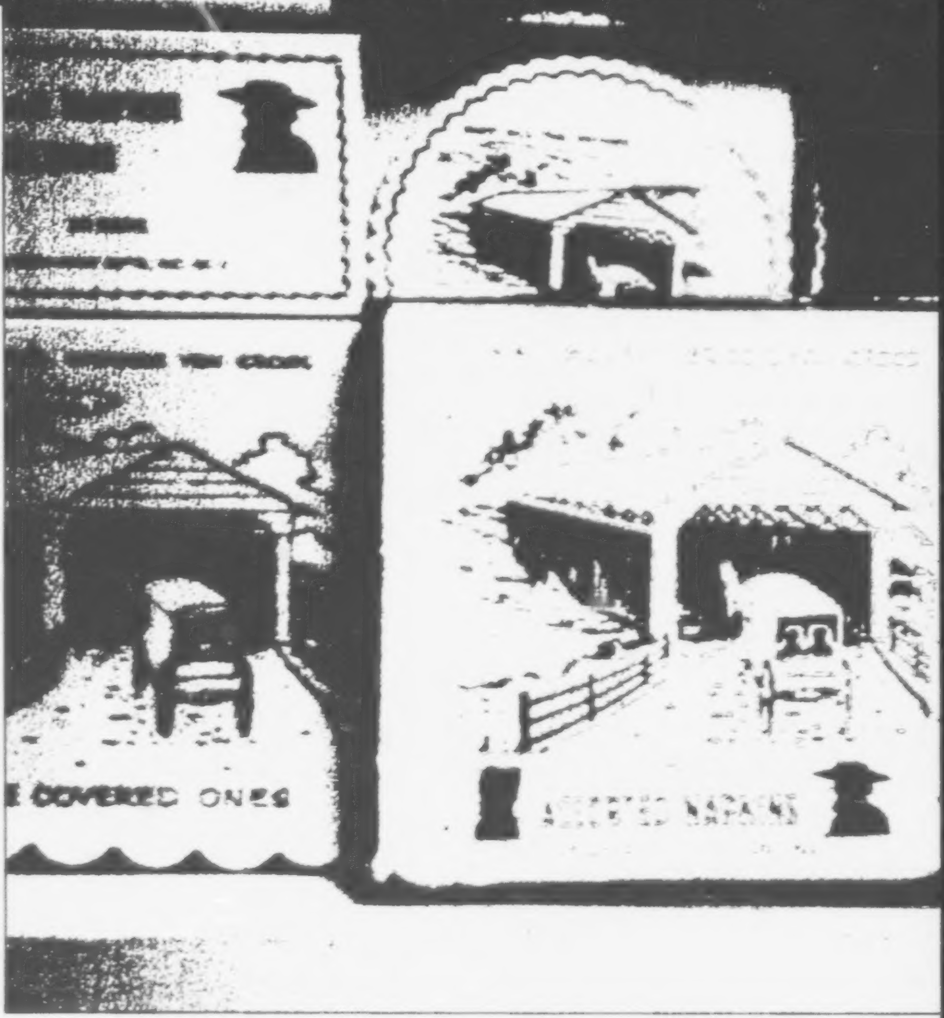
dying out but can still be heard in the "Dutchy" areas of Pennsylvania.



Word Usages

Pennsylvania Germans often use Pennsylvania German words in English. For some speakers this usage is a slip of the tongue, as in this example: "You see him out with the *sens* [scythe] knocking down grass." Other speakers deliberately select a word to invoke humor or to impress the listener with their knowledge of Pennsylvania German, as these examples show:

"I can, but I get *verhuddelt* every now and then."

"I used to try to talk to Daddy in that, but he always felt it was so *verdreht*."

"Now I wish I wouldn't have been so *schtarrkeppich*."

Many Pennsylvania German words have made their way into the English language of the area. These words include: *smearcase* 'cottage cheese,' *spritz* 'sprinkle', *toot* 'paper bag', *speck* 'fat, bacon', *snitz* 'slice or cut (usually apples)', *ponhous* 'scrapple', *rutsch* 'squirm, move', *all* 'all gone', *sneaky* 'finicky about food', and *dare* 'to be permitted' as in "I *dared* go sledding on that hill." Other Pennsylvania German words in English are less familiar to younger people: *Fastnacht* 'donut eaten on Shrove Tuesday', *dappich* 'clumsy', *strubblich* 'disheveled, unkempt', *fress* 'eat like an animal', and *schusslich* 'in a hurry, scatterbrain'. These words are not "borrowings" in the sense that they are perceived as foreign; they are part of the English language spoken by the Pennsylvania Germans, and many have been integrated into the English language of central Pennsylvania.

Sentence Structures

Probably the most far-reaching Pennsylvania German influence in the English of the region is how sentences are constructed. These features are well established as part of the English of central Pennsylvania and are also recognized as part of the so-called "Dutchy accent" of the area. These structures include:

- Use of the adverb *already* placed following the verb in the simple past form:

> *I helped butcher already.*
> *I remember she did do that though already.*
> *I heard different remedies already.*

Other English speakers would have said, "I've already heard different remedies."

- Use of the adverb *once* with commands, usually at the end of the sentence:

> *Explain it to her once.*
> *Show it to her once.*
> *Not wait once.*

- Use of the present tense for activities begun in the past and continuing in the present:

> *She quilted several already now since she's here.*
> *I live there for quite a few years.*
> *We're five years here.*

Other English speakers would have said, "We've been here for five years."

- Sentences occur with the verbs to be and to have with a preposition that appears without any expressed object:

> *That had a little bit of meat on.*
> *There's seeds in.*
> *I didn't know you had anything in.*

The preposition "floats" at the end of the sentence. Other English speakers would have said, "I didn't know you had anything in it."

- Intonation or sentence melody patterns characteristic of the English of the Pennsylvania Germans contrast with those of other varieties of English and are very noticeable to people new to the area. These special melodies include yes/no questions with a falling tone of voice at the end instead of a rising questioning tone. In the question "Did you get it?" the voice falls from its high pitch on "get" and a low pitch on "it." In the question "Are you coming over?" the high pitch is on the first syllable of "over" and falls to a lower pitch on the second syllable of "over." This question melody seems to be spreading beyond the Pennsylvania German community into the English spoken in surrounding areas.

Commercial Exploitation

In the Pennsylvania Dutch areas, tourism has sprung up all around the sectarians. This commercialism spills over onto bric-a-brac at gift shops and into so-called "folk festivals" in nonsectarian areas. These fairs offer Dutch foods and crafts, many of which exist or have been developed only for the tourist. The colorful hex signs, for instance, have been ascribed magical origins, but they appear on barns "just for nice," with no purpose other than that it suits the owners' fancy, and the plain Pennsylvania Germans will not have them at all.

The commercialism also promotes its

COASTER and NAPKIN
COMBINATION

"Probably the most far-reaching Pennsylvania German influence in the English of the region is how sentences are constructed. These features are well established as part of the English of central Pennsylvania."

own variety of so-called "Dutchified English." A booklet entitled *Ferhoodled English: A Collection of Quaintly Amusing Expressions Heard among the Pennsylvania Dutch Folks* has had been reprinted numerous times. The unnamed authors cite what they call "quaintly amusing expressions", such as: "Amos, come from the woodpile in, mom's on the table and Pop's et himself done already," or "Aunt Emmy's wonderful sick. She don't feel so pretty good and they've got her laid down yet." Much of what the booklet insists is typical of this English variety has not been confirmed by fieldwork. Commercial products also display this mythical "Dutchified" English on diner and restaurant placemats, napkins coasters, kitchen towels, trivets, light switch plates, and cutting boards. This is commercial stereotyping with a vengeance.

The Future of "Dutchified" English

The Nonsectarian Pennsylvania Germans are currently extending their contact and interaction with the dominant culture beyond the point where it is possible for them to maintain Pennsylvania German as a language. The process of the loss of Pennsylvania German seems deceptively slow because of the dispersion of language enclaves throughout southeastern and central Pennsylvania. However, the shift to English for any individual community is swift, once it begins. Some areas continue to exist in isolation due to their geographical location and agrarian base, but as children attend consolidated high schools and parents work in larger towns and cities, and as the family farms are sold to large agri-businesses, Pennsylvania German will be heard less and less, and its influence on English will wane in the years to come. This may be inevitable, but with its recession will fade one of the rich and longstanding dialect traditions of the United States. ■

Marion Lois Huffines is associate vice president for Academic Affairs and Professor of German and Linguistics at Bucknell University in Lewisburg, PA.

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Maintaining Heritage Languages

Using the Canadian experience, **Xiao Lan Curdt-Christiansen** provides an overview of the responsibilities shared by society to preserve heritage languages in the community

Globalization has entailed economic, technological and consuming growth, but it has also led to language shift and language loss. Although official Canadian policy has been supportive of "multiculturalism", at least in recent years, extending multiculturalism to encompass other heritage languages (HL) than English and French has been more contentious, especially when it comes to using public funding to support heritage language education. On the one hand, the Toronto District School Board (TDSB) recently decided to eliminate heritage and international languages integrated programs, because of lack of funding. On the other hand, the province of British Columbia has increased its funding for provincial heritage language programs.

Sue Hammell, the Minister of Multi-culturalism and Immigration in British Columbia, recently declared that "the heritage language programs [can] give young British Columbians a chance to gain marketable language skills that will keep B.C. competitive in the global economy".

Different funding policies for HL programs have generated extensive debate on whose responsibility it is to maintain and develop heritage languages. What roles do government, ethnocultural communities and parents play in heritage language maintenance and development?

Factors that Influence Heritage Language Maintenance

Supporting language maintenance and encouraging the growth of heritage languages has been a controversial topic in the fields of linguistics, anthropology and educational psychology. Factors that support language maintenance and promote language vitality involve various aspects of political, social, cultural and linguistic contexts.

A key issue in language maintenance and development concerns status factors which involve a configuration of prestige variables related to a speech community's social prestige, its socio-historical status, economic status, and the prestige of its language and culture locally and internationally. The higher the status of a language, the more likely it is to survive. Institutional support factors refer to the extent to which an ethnolinguistic group receives formal and informal representation in the various institutions of a nation, region or community. Whether a language can be maintained and developed is largely dependent on the use of the language in a wide variety of institutions in a region. For example, whether the language can be used as lingua franca in national, regional and local organizations, mass media, commerce and industry, religion and not least education. The demographic factors are those related to the number of group members and their distribution. There are three elements that decide the survival of a minority language even when it is surrounded by a majority language. The first element is regular contact and interaction among the members of the minority group. The second element relates to the religious aspects of a

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minority group's language use; examples of this are Hebrew and Yiddish among Jews and German among the Amish people in Pennsylvania. The third element is the ease and frequency with which minority language speakers can travel to their homeland, thus invigorating and strengthening their language.

This model of language vitality has direct implications for policymaking and provides a strong framework for language planning.

Responsibility of Government

The Government is primarily responsible for creating the legal framework and establishing the regulatory policies that are conducive to building a healthy and prosperous society inhabited by happy and accomplished citizens. In terms of language, theoretically speaking, the responsibility of the government is to give all citizens the same linguistic rights including full and equal access to linguistic resources, enforced through constitutional provisions and bilingualism or multilingualism laws.

"The prevalence of negative attitudes about U.S. Spanish in the general media, in educational settings, and often even in the home, presents a serious obstacle to the promotion of Spanish among young Hispanics."

The most important factor for language maintenance and vitality is the status of a language. While a government cannot provide a strong economic status for a minority language, it can increase the social value of a minority language by supporting its linguistic legitimacy through legislation. In doing so, efficient language laws should be established to enhance the preservation of the heritage language and its culture. Such laws can be found in Canada, where the official English-French bilingualism serves to recognize the Francophone part of the population as a national minority and Bill 101 in Quebec protects the French language. Actually Bill 101, which obligates new immigrants arriving in Quebec to send their children to French schools, has created a phenomenon of trilingualism in Quebec. Because Allophones (mother tongue other than English or French) normally send their children to a HL school to maintain their knowledge of their mother tongue, while they learn French at a public school and adopt English as the language of Anglo-American culture and upward mobility in North America.

When Canada adopted a multiculturalism law in 1971 to preserve and promote the distinctive languages and cultures of its immigrant minorities, it legitimately increased the social status of the various minority languages. Enforcing this law through various heritage language programs, Canada has efficiently enabled minority language students to appreciate their respective heritage languages and cultures and thus prevented mother tongues from disappearing through language shift. Instead, Canada has created a foundation for the development of additive bilingualism or multilingualism through its heritage language policy.

In contrast, the U.S. policy has aimed at assimilation. The stance and attitude of integrating minorities into the mainstream, the English Language Amendment movement inevitably devalues the status of minority

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It's All Greek

James Alatis discusses attempts to preserve Modern Greek as a heritage language

"Is Greek a heritage language?" I asked one of the organizers of the Long Beach Heritage Conference in 1999. I was flabbergasted by the reply, "We never thought of it…" as it came from a highly valued colleague who knew of my passion for Greek. I wanted very badly to report on the findings of the Greek Orthodox Archbishop's Commission on the Greek Language and Culture of which I was a member. The Commission's final statement was, "the Commission is convinced that, unless action be taken immediately, Hellenism's survival in American Diaspora will be at risk." I was invited to participate in the conference and my report was included in the resulting publication: *Heritage Languages in America: Preserving a Natural Resource.*

The Archbishop's Commission on Greek Language and Culture sought to bring public attention to the importance of the study of the Greek language and Hellenic culture in the Greek Orthodox communities in the U.S. The Archdiocesan School System is made up of pre-school centers, kindergartens, elementary, junior and high schools and classes for adults. There are 19 Greek American parochial day schools currently functioning in the United States with a total enrollment of about 4,400 students per school year. Within the nearly 500 Greek communities, there exist 281 Greek American Afternoon School programs with nearly 20,000 students, ages 6-15, enrolled in the afternoon school program and taught by nearly 1,000 teachers.

Some of the questions explored by the Commission included:

- What is the optimal age for beginning the study of the Greek language and Hellenic culture?
- What are some new incentives that will ensure an early start in Greek language

languages as well as the cultures to which they relate. Under the pressure of assimilation, language shifts occur easily. One of the most serious obstacles to preserving Spanish in the U.S. is its low social status. The prevalence of negative attitudes about U.S. Spanish in the general media, in educational settings, and often even in the home, presents a serious obstacle to the promotion of Spanish among young Hispanics.

In summary, the roles and responsibilities of government for heritage language maintenance are to establish a legitimate policy supported by law that protects the minority languages, and to facilitate an increase of their social value and an enhancement of their social status.

Such policy making and legislation, when implemented and appropriately enforced, together with adequate support from families and communities, may significantly increase the chances for heritage languages being maintained and even further developed.

Responsibility of Educational and Cultural Communities

Maintenance of a minority language is affected by the extent and nature of the use of the language in a wide range of institutions, such as cultural organizations and educational settings. If a minority language can be seen in mass media such as TV, the radio, and the newspapers or is used in religious rituals and administrative services (in public and work places), there is a considerable possibility for language survival and maintenance. In particular, schools are efficient in promoting both minority values and assimilation. It provides an environment for social and verbal interaction that continues home culture and language use. If schooling in a minority language does not exist, the chances of long term survival of the language can be severely diminished.

While the use of a language within an educational setting is an essential condition for its maintenance, it is not always a sufficient one. Language attitudes and motivations can be crucial not only for the desire to learn a language, but also for an individual's language retention and language loss over time. Formal environment such as the classroom with various materials and resources is a precondition for language maintenance to occur. Therefore, to motivate language maintenance, a well-designed curriculum, rich material resources, implicit and explicit emphasizing of values by the teacher, and appropriate teacher education are all necessary. An institution as a primary or secondary school has as one of its primary responsibilities to provide encouraging and meaningful environments that promote the maintenance

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study? What role, if any, should speaking and understanding Greek play before other skills? What can be done to encourage proper training of teachers in pedagogical experimentation?

- What should be included in the curriculum?
- Are there effective written and audio and visual materials?
- Is there an effective testing mechanism?
- Should the business community play a role in financing educational programs, study abroad programs, or rewarding teachers?
- What role should parents play?

The Commission examined the professional development of teachers—how to hone their teaching skills and provide incentives to motivate them and give them the means to expand their skills and their awareness of Hellenic culture; to recognize volunteer efforts and reward them for their efforts. Central to professional development were viable opportunities for teachers to live, study, and conduct research in Greece.

An important area was pedagogical experimentation, which aimed to integrate language instruction with cultural studies, studying the implementation of increased technology in schools and self-instruction, and establishing language proficiency tests at the end of the school year.

Another area of concern was curriculum development. Questions of how to incorporate Hellenic culture at all levels needed to be explored. The Commission looked at possible student/teacher study programs in Greece, even contests for rewarding students' accomplishments in Greek at all levels. All these questions were aimed to inform Greek-Americans and Philhellenes of the role of language and culture in the preservation of Greek heritage.

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of heritage languages. However, if the experience of minority language education in childhood is a dismal affair, if a heritage language school is perceived as a boring and unattractive place to be, the heritage language is unlikely to be maintained or valued. Such perceptions of heritage language schools are not unusual owing to insufficient material resources, inadequate teacher education and professional development.

The cultural activities organized by the community are also indispensable for HL maintenance to occur. Opportunities for engagement in community practices both inside school and outside school are powerful factors to shape the outcomes of heritage language maintenance. Therefore, the cultural community is responsible for providing heritage language students with meaningful and fulfilling socially and culturally defined activities that encourage them to be engaged in the "community of practices".

> "The cultural community is responsible for providing heritage language students with meaningful and fulfilling socially and culturally defined activities."

Responsibilities of Parents

As the primary resource for language socialization, parents have an important role to play in heritage language maintenance, in providing children with authentic interactions in their mother tongue. This socialization process encompasses both the ways in which the language is used (i.e. the function and social distribution of the language) and also the ways in which worldviews and cultures related to that language are embedded in it. When a heritage language is used at home, the probability is high that the language will be developed and maintained which will have both psychological and social impact on the younger generation of HL speakers. Although children may face the challenges of assimilation and the pressure to use only the mainstream language at school, insistence on using HL at home could reassure children of its usefulness, especially when the HL use is reinforced by visits to the home country, accompanied by cultural exposure in an ethno-community, including exposure to mass media and pop culture. In literacy studies, it has been evidenced that parental influence is a significant indicator of their children's literacy development. Such influence reveals the parents' values and beliefs about literacy and reflects the parents' attitudes towards their own heritage. In their studies of immigrant children and their families, Xiao Lan Curdt-Christiansen, and Dagenais & Day, educational researchers at McGill University and Simon Fraser University in Canada, have found that children's value systems are similar to those of their parents.

While reasons of heritage language loss can be complex and multiple, factors that influence heritage language maintenance and development can also be complicated. For heritage language maintenance to be successful, language policy alone cannot achieve the goal, neither can parents nor educational settings alone. Programs that are implemented without sufficient resources are likely to fail and set back the goals and objectives of heritage education. A heritage language community must be motivated and supportive of HL programs because they can prove to be indispensable resources for language learning. The family is also essential as it is responsible for the initial language development, establishing the foundation for HL and culture acquisition. Therefore, all of these three agencies should be complementing each other to ensure success, continuity and valuing of a heritage language. ■

Xiao Lan Curdt-Christiansen, Department of Integrated Studies in Education, McGill University, Montreal, PQ

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heritage. The report called for immediate action on the following issues:

(1) Morale: successes and shortcomings;
(2) Parents: a crucial role;
(3) Organization: centralization and coordination
(4) Curriculum: professionalism and focus;
(5) Educational materials: more and better;
(6) Pedagogy: programs to excite and challenge;
(7) Teacher preparation: renewal and revitalization;
(8) Compensation and benefits: time for serious reconsideration;
(9) Finances, support, and awards.

In summary the Commission expressed a belief that Greek heritage cannot be maintained if its language is lost. The members believed that the Greek language is essential and that it must be taught from an early age.

Since these findings were published, there has been a regime change in the Greek Archdiocese and not too much follow-up has ensued. On the other hand, there are other initiatives being taken by the greater Greek community, which promise to continue the work of the Commission. For example, the American Hellenic Institute Foundation (AHIF) is holding a conference on "The Future of Hellenism in the U.S." (October 18-19 at the Capital Hilton in Washington, D.C.) The keynote speaker will be Professor Charles Moskos, renowned military sociologist and author of *Greek Americans: Struggle and Success, and New Directions in Greek American Studies* (with Dan Georgakas). The conference will focus on modern Greek studies programs, Greek American organizations and their future, the role of Greek American media in the community, the role of Greece and Cyprus in the future of Hellenism in the U.S., the role of the Greek Orthodox Church, Greek language at the university level, and K-12 grade Greek American schools.

Chairs in Greek Studies have been established at the University of Michigan and at Loyola Marymount University in Los Angeles. My own university, Georgetown University, has been working on the establishment of a chair on Hellenic studies with the help of Greek parents and alumni and the Greek government. The Greek embassy in Washington has promised to send Georgetown two university professors to supplement and support its existing program in Modern Greek. At Georgetown we have a minor in Modern Greek offering intensive language instruction at the elementary, intermediate, and advanced levels. With some new support we can add a course on a Survey of Greek Literature, and another on Greek Culture and Civilization, which would make it possible then to offer a major in Modern Greek. The idea would be to prepare teachers, either in an undergraduate teacher preparation program or at the graduate MAT level, who would then be appointed to teach in the various community, parochial, and day schools throughout the country, thus supporting the recommendation of the Archbishop's Commission on the importance of teacher education. In this and in other matters, teacher education is the heart of the matter.

It is hoped that with the proper coordination, communication, and cooperation these initiatives can help support one another in preserving a very important and valuable national language resource. ■

Dr. James E. Alatis is Dean Emeritus, School of Languages and Linguistics; Distinguished Professor of Linguistics and Modern Greek; and Senior Advisor to the Dean of Georgetown College for International Language Programs and Research at Georgetown University, Washington, D.C.

With Flying Crayons

Jean Strait explains how she used an array of different strategies and resources to teach American English idioms to students in China

"Crazy as a Cat," Jean shouted during a game of *Blurt!* "Not Cat, Bat," I say back to her. "Bien Fu." "Oh, Bien Fu, Bat." Jean repeats back. I catch my breath. This was much more difficult that I thought it would be. We were working with idioms. I had taught several ESL and reading classes during the past 13 years in the States but now I found myself in Jinan, China. I was teaching high school students as part of a three-week Global Village program sponsored by Concordia College in Minnesota.

My Chinese students did not have the background knowledge their American counterparts had for understanding idioms. Yet, they wanted me to teach them "American" English. Several had competent speaking skills and had spent time learning English in the United Kingdom. Their "British" English was excellent.

Equipped with an armload of idiom dictionaries, flashcards, workbooks, cassettes, and games, I was ready to embark. My students had no idea what an idiom was, yet alone how to use one. For this particular lesson, I had created several flash cards with idiomatic expression on the back and definitions on the front. Using the cards, students could challenge each other. When I read the definition, the students would have to be the first one to "blurt" out the answer. Although my students were excellent at memorization, they had great difficulty recalling the idioms correctly. Some of the

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es I received included:

Response	Actual idiom
play it by my ear	play it by ear
high shot	big shot
on thin icing	on thin ice
sit light	sit tight
talk in balls	talk in circles
with flying crayons	with flying colors
peeping hot	piping hot
pass the bucket	pass the buck
kick the buck	kick the bucket
covered blessing	mixed blessing
cross to bury	cross to carry

I needed to find a better way to explain idioms before the Blurt! game could continue. It also occurred to me that some of the students' "British" English was interfering with their grasp of "American" English.

Successful Teaching Strategies

It is vital that students were able to make associations and connections from the idiom to its respective meaning. I believed the more associations or links I could assist the students to create, the better recall they would have over a longer period of time.

One method I have used to teach idioms is to show pictures or have students draw the literal meanings of the idioms. For example, "when pigs fly" could be shown by drawing either a flying pig or a pig with wigs. Although it may look silly, students can visualize the picture and remember the term. However, some students may remember the picture and still not remember exactly what the term means. In these situations I have used cloze sentences (sentences with blanks for the missing word or phrase). For instance, here are two examples.

- *John was always ready to go fishing ____________. (at the drop of a hat)*
- *After failing the math test, Adam had to go home and ____________. (face the music)*

My students were having difficulty with these exercises so I decided to teach them the history behind the idiomatic phrase. This made a difference. Students could associate the story with the phrase. I began with an illustration using the phrase, "rule of thumb." It actually has two histories. The first relates back to American colonial days when the law was set that a man could not beat his wife or children with a stick larger than his own thumb. Over time it has come to mean a rough or inexact guide used for quick calculations. My students ate this up! (loved it).

I decided to give each student his or her own word and investigate the historical referent by using the resources I had taken with me to China. Students had some of their own resources and we also found internet web sites that were of great help. Once students had completed their searches, they were asked to share it with three other students, so that each student had four idioms to study. Every Monday, Wednesday, and Friday I requested the students to repeat these steps. By the end of the week, each student had twelve idioms and thirty-six by the end of the session.

At the start of each day, we would begin with oral practice of the new idioms, and compare the histories of each one. Students were given extra credit if they could use the idioms during off time, at meals, or in the dorms. They were to keep track of idiom use in a log, which they shared. As students learned new idioms I encouraged them to record them in the log as well. By the end of the session, students actually averaged about 50 new idiomatic phrases in the three-week time period. We all enjoyed hearing how students had attempted idioms and helped one another learn the correct usage. I monitored student proficiency in the idiom logs by using the following two guiding questions.

1. Could the student use the idiom properly in conversation?
2. Could the student clearly understand the meaning of the idiom?

I also attached a rubric scoring to each of the questions to determine where students needed help. I found that students could use the idiom properly but not necessarily explain its meaning.

Resources

Students could access the Internet through MSN and Yahoo! We were able to find additional web sites, reference books, and games that were a lot of fun. I have also included the reference books and games I used with my students.

Web sites

ESL.about.com—English as Second Language with Kenneth Beare. This site connects to over 700 other sites. It included an idiom glossary, lesson plans for beginning, intermediate, and advanced levels, bilingual education, British and American slang, and ESL/EFL sites.

Antimoon.com—A Polish site, it was created to motivate people to learn English. Based on the premise that English classes and grammar exercises are not the best way to learn English, it highlights a computer program called SuperMemo. I liked this site because it enhances pronunciation practice. Students can say the word and the computer will repeat it for them.

Englishtown.com—A great site with learning games, cultural information, and a special area for ESL/EFL teachers, my students liked this site because it offered on-line classes in English. Some of my students had already taken a course from this site. There is a fee of $35 for monthly access.

Englishbaby.com—What a great site for students to learn English and Pop culture! Based on an application model, English Baby! allows students to have access to lessons (which change daily), idioms, and slang. My students thought this was their favorite site.

Englishpage.com—This site includes a weekly set of lessons; tutorials, a reading room, a chat room, question area, and an entire section dedicated to dictionaries for specific use. My students liked the pronunciation power section. Here, students could learn the words, play games with the words, and use a pronunciation dictionary for help. I liked this site for the bookstore and electronic dictionary segments.

Books

For my students who learn by using visuals, they enjoyed using *101 American Idioms: Understanding Speaking English Like an American* by Harry Collis and illustrated by Mario Risso. Although I didn't have them with me, this book is accompanied by cassettes. Collis has also written *101 American Proverbs*, *101 American English Riddles*, and *101 American Customs*. I have ordered these books to use with my American students this fall semester.

The National Teacher's Council has also

"I learned that even though my students were extremely proficient in English, they wanted to be successful with 'American' idioms and slang."

published some excellent idiom resources. I had *The Dictionary of Everyday American English Expression* (by Richard Spears, Betty J. Birner, and Steven Klienedler) and *The Dictionary of American English Idioms* (by Richard Spears) with me in China. The students found two more, *The English Idioms Dictionary* (by Betty Kirkpatrick and Richard Spears) and *The Mini American Idioms Dictionary* (edited by Richard Spears). Both are excellent resources and fun for students to use.

Idiomatic American English (by Barbara Gains) provided some didactic practice. The workbook contains conversations that use idioms correctly in American settings. My students loved practicing the conversational tone.

Street Talk 1: American Slang and *Street Talk 3: The Best of American Idioms* (both by David Burke) enticed student interaction through word games and crossword puzzles. They were both great references for vocabulary and dialog usage.

Games

Students loved the game *Blurt!* and *Blurt Jr.* by Patch. Both are word games based on *Webster's Dictionary*. Students are required to provide the correct answer to one of the *Blurt!* definitions before any opposing student can. The winner wins the right to progress forward on a game board. I adapted the game by having individual desks stand for the physical game board and have students race each other around the desks. I had a Chinese first year teacher in my room and she loved this game so much that she couldn't keep from shouting out the answer before any of our students. When I returned to the States I left the *Blurt!* game for her to use.

Malarky by Patch was another game my students enjoyed. The object of the game is for students to try to "Bluff" the answers to vocabulary and their opponents have to determine the real answers from the one that are false. I adapted the game by using the idioms we researched and had students work in teams. We had a lot amusement with students' creative answers.

Quick Tips

I learned a great deal from my Chinese students about teaching idioms. Here are some quick tips that really work.

- **Use visuals as much as possible.** The more I had students draw the idioms, the easier it was for them to remember them.
- **Create idiom logs.** When students could refer back to an idiom definition and its visual representation, they were much more likely to use it in casual conversation and understand its meaning.
- **Investigate the historical referent.** When possible, students can research the idiom's history. When students understand where the idiom evolved from, they can more clearly understand its meaning.
- **Utilize as many resources as possible.** When students can use web sites and books to research idioms, it makes the idiom less threatening. Try using resources with a combined ESL/ELL and native speaker class. Many of my native speakers have difficulty with idioms. It puts the entire class at ease.
- **Have fun with idioms.** Students had the opportunity to practice idiom use playing the games *Blurt!* and *Malarky*. Often, as teachers, we are so driven by content that we forget to laugh with our students. Don't forget to have fun along the way.

As a foreign teacher, I learned that even though my students were extremely proficient in English, they wanted to be successful with "American" idioms and slang. The methods I experimented with in Jinan I have since fine-tuned for my ESL and reading students in Minnesota. My students have learned idioms with flying colors, which is a lot easier for me to handle than flying crayons. ■

Dr. Jean Strait, director of Faculty Development, Minnesota Campus Compact, St. Paul, MN.

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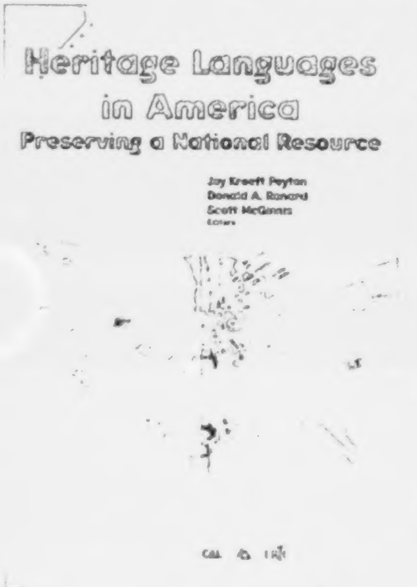
AMERICAN PRESERVATION

Preserving Heritage Languages
Heritage Languages in America: Preserving a National Resource
Joy Kreeft Peyton, Donald A. Ranard, and Scott McGinnis (Eds.);
Center for Applied Linguistics; 327pp; $20.95

IN THE INTRODUCTION of this book, the editors comment that the enormous influx of immigrants into the United States is changing the political, economic, and cultural landscape. Likewise, the educational landscape, enriched with increasing numbers of heritage language learners, is being reshaped by the unique set of needs that such learners bring with them to the classroom. These students' needs—motivating a burgeoning field of concerned educators and researchers—were the impetus for a 1999 conference on Heritage Languages, out of which grew this delightful anthology which attempts to answer questions about who heritage language learners are, how teachers and administrators can accommodate them, how support can be fostered for heritage language education, and why we should cherish heritage languages as a national resource.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Editors

Indeed, this is a formidable task for one book amidst a relatively inchoate academic field of study. Necessarily, then, this often means more questions are asked than answered and more macro-oriented frameworks are proposed than specific teaching suggestions are given, but the scholars whose voices are represented are definitely poised to take up the challenge. Joshua Fishman—who has researched and championed linguistic diversity in the United States for decades—donates a beautifully written chapter in which he categorizes heritage languages into indigenous (e.g. "Amerindian"), colonial (e.g. Dutch), and immigrant (e.g. Spanish) languages. Still, language policy expert Terrence Wiley points out that defining "heritage languages" can be problematic. However, most agree, including Guadalupe Valdes, that heritage language learners have a personal connection to the language, some receptive ability, and come from a home in which the language is spoken. Valdes points out that different parties—educators or researchers—may define heritage language learners differently since specific linguistic needs will be of pressing importance for teachers while issues like the politics of identity may interest researchers.

While definitions can be difficult to tease out, a common theme throughout the book is that heritage language learners have a host of needs that differ from traditional foreign language students. Consequently, the authors delineate areas in need of immediate attention: public support for heritage programs, communication between research and professional communities, curriculum and materials development, teacher preparation program development, and language policies that foster heritage language education. As Kono and Mcginnis point out, schools are not always equipped to accommodate such learners, nor as Surendra Gambhir avers are university administrations empathetic to those who wish to pursue collegiate research in heritage languages. Valdes discusses the varying levels and types of bilingualism exhibited by heritage language learners and offers a deluge of questions which have yet to be answered on how best to accommodate such students. Questions abound, and general guidelines for accommodating heritage language learners are proffered, but readers will find few specific pedagogical recommendations in this volume. Notable exceptions include Ana Maria Schwartz's list of instructional strategies, gleaned in part from the 1999 conference, and Gambhir's suggestions for accommodating multi-level classes at the university level. A further problem is the paucity of materials (see Compton's chapter) for heritage language classrooms but teachers will benefit from the varying resources, including those found in cyberspace, alluded to throughout the book.

In Shuhan C. Wang and Nancy Green's chapter on K-12 education they cite Richard Ruiz's plea that we must cultivate the heritage languages spoken in the U.S. so as not to lose this natural resource. Unlike other resources such as oil, languages must be used to be saved. Indeed, heritage languages are more akin to blood than oil, giving life to cultures having a personal investment in them and enlivening everyone interested in their preservation. Unfortunately, unlike oil, linguistic diversity has sometimes been devalued in the current English-Only atmosphere, thus there is a sense of urgency that pervades this new volume. There is hope too: Fishman elucidates some precedents for heritage language learning success (often at the hands of the church), and 38 research projects concerning heritage languages are summarized by Russell N. Campbell and Donna Christian. Most encourage community-based efforts to develop heritage language programs since, as Wiley argues, we cannot always rely on policy-makers: "History suggests that the best strategy is to use government policies to promote heritage languages during favorable times and to rely on community-based efforts over the long term." (p. 106). Fishman has often argued that schools cannot ensure the preservation of heritage languages. Still, Gambhir avers that while the community success stories discussed in the book are encouraging, "Such efforts...should not replace the obligations that educational administrators have to their students and the nation has to its citizens" (p.226).

The scholars represented in *Heritage Languages in America* take this obligation seriously, attempting to water this seedling of an academic field. Thus, researchers will discover a host of unanswered questions in dire need of research, teachers and administrators will find helpful guidelines for heritage language instruction, and heritage language advocates will find suggestions for fostering support for language programs. However, this book will interest anyone who cares about the future of linguistic diversity in the United States. ■

David Cassels Johnson is pursuing a PhD in Educational Linguistics at the University of Pennsylvania.

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Integrating E-Language

Stephen Cervieri and **Clark Egnor** assess the benefits of using online learning programs in the ESL classroom

Given the popularity of the Internet among school age users, and the cutting edge Web technology now readily available, it is not surprising that an increasing number of schools and education programs are embracing e-Learning. Administrators, teachers and students are discovering an online world that is easy to use, highly productive, highly leveragable, easily integrated into class curricula, and most of all, fun!

Always a strong user and proponent of technology, ESL/EFL programs in particular are rapidly adopting e-Learning systems and launching e-Learning programs. Online ESL solutions continue the rich technology traditions of language training: from clunky listening stations to interactive multimedia labs, ESL programs have looked for ways to complement, supplement and improve the classroom.

Today, with the entry of quality Learning Management Networks (LMNs) into the technology fray, state of the art language technology—including audio, video, data, and assessment tools—is available anytime/anywhere: a ubiquitous language lab for students and teachers. LMNs are ushering in the next wave of opportunity for ESL/EFL programs.

Two immediately noticeable improvements of Online ESL solutions are flexibility and customization: each ESL/EFL program is different—different goals, different community, and different needs.

In contrast to an onsite language lab, a cost effective, leading edge Learning Management Network can be customized to fit seamlessly into, and contribute to the traditional program. The technology conforms to the program, not the other way around.

Two ESL/EFL programs illustrate early online success despite having very different educational and business objectives:

Marshall University

In January of 2002 Marshall University's L.E.A.P. (Learning English for Academic Purposes) program closed its language lab for renovations. The down time offered the ESL program's faculty a rare opportunity to assess quality, supplemental out-of-class training solutions.

After much research and discussion, the faculty decided that any solution needed to provide extensive, high quality listening, reading and grammar practice as well as teacher and administrative tools. It would offer the student (and teacher) unlimited out-of-class access to training and complement the face-to-face benefits of classroom learning.

The faculty concluded that the time was now right to integrate e-Learning into L.E.A.P. It would redirect the overall program to absorb more educational content, and longer availability, giving more resources to the student at low cost. The Online Lab would supplement classroom instruction and the traditional language lab. In short, "blended" learning has a new component: the virtual classroom.

After researching various Online course choices, the L.E.A.P. faculty and Director chose Distance Learning Inc.'s (DLI) solutions for its Online ESL lab. DLI's Online school solution not only met L.E.A.P.'s academic criteria, but also offered a comprehensive online community for students and teachers, and powerful online administrative tools for the Administration.

Clark Egnor, director of the L.E.A.P. English Program, points out several key advantages to offering Online instruction, "Online English courses help Marshall students prepare for the distance learning classes that they will encounter once matriculated at the University.

As more undergraduate and graduate schools make Online classes and web-enhanced learning an integral part of instruction, students must get comfortable using distance learning technologies in order to succeed."

He adds, "The interactive community building features, such as forums, chat rooms and pen pals are very beneficial to the student. They have immediate opportunities to put their course experience to practical use."

North Harris College

At the same time, and in another part of the country, North Harris College in Texas is also using Online ESL with very different end goals: the Online course is offered as a course in and of itself.

North Harris' traditional program is real-world classroom study. Recognizing the opportunity to now extend its program to students unable to commute to the school, the College added an Online ESL class for remote study, still providing them the nurturing oversight of an online teacher. Online students, while not receiving Institutional Academic Credit, do receive CEUs. North Harris also chose DLI's LMN and Online content.

Anne Albarelli, director of the Center for International Education and Languages expresses her enthusiasm for online learning, "Through audio and visual experience, the learner becomes absorbed completely in a lesson." She adds, "Certain features of our Online English instruction are particularly interactive such as Coaching Exercises,

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earning

Proofreader, and Active Grammar. Active Grammar for example, simulates the teacher at the blackboard-classroom experience."

Such a dynamic experience and interactivity is important to the success of any student, particularly to those studying remotely. With such an engaging educational experience, academic institutions will continue to recognize and appreciate the contribution online learning can make to language instruction.

Teachers will be able to incorporate this new tool into their program to complement their instructional program and reduce their workload. The solution is productive for students and teachers alike.

Either as part of a multifaceted program or on a stand-alone basis, online learning is a fun, convenient, interactive solution to second language acquisition.

The ability to study a language from a dynamic Web-based environment is undeniably a great tool now at the fingertips of students and teachers everywhere. ■

Stephen Cervieri, director of Sales and Marketing, Distance Learning, Inc., New York and Clark Egnor, director, L.E.A.P. Intensive English Program, Marshall University.

Online Teacher Training: Is It For You?

Emily Lites examines strategies for success in online teacher training

Do you have access to a computer that is connected to the Internet? Are you reasonably comfortable with email, surfing the Internet, constructing a word-processed document? And, perhaps most important, are you motivated to learn new skills? If you answered "yes" to these questions, online teacher training could well be a great way for you to strengthen your language teaching skills.

Online training is becoming increasing popular among professionals around the world who want to improve their skills or develop new competencies. The convenience of being able to study at home or at work (or anywhere on a wireless connection) is very attractive to language teachers who are attempting to balance multiple priorities in their busy lives, or who must travel to receive the specialized training they desire. However, online learning is still new enough to raise questions as to the effectiveness and technical ease of studying online. The remarks below are offered in the context of online courses for experienced language teachers, not people who are new to language teaching.

Perhaps the greatest difference between online learning and classroom-based learning is simply that you don't see your teacher every day at a specific place. Therefore, good candidates for online learning must be self-motivated and dedicated to logging on and participating in the course on a near-daily basis. There is sometimes so much

continued p.44

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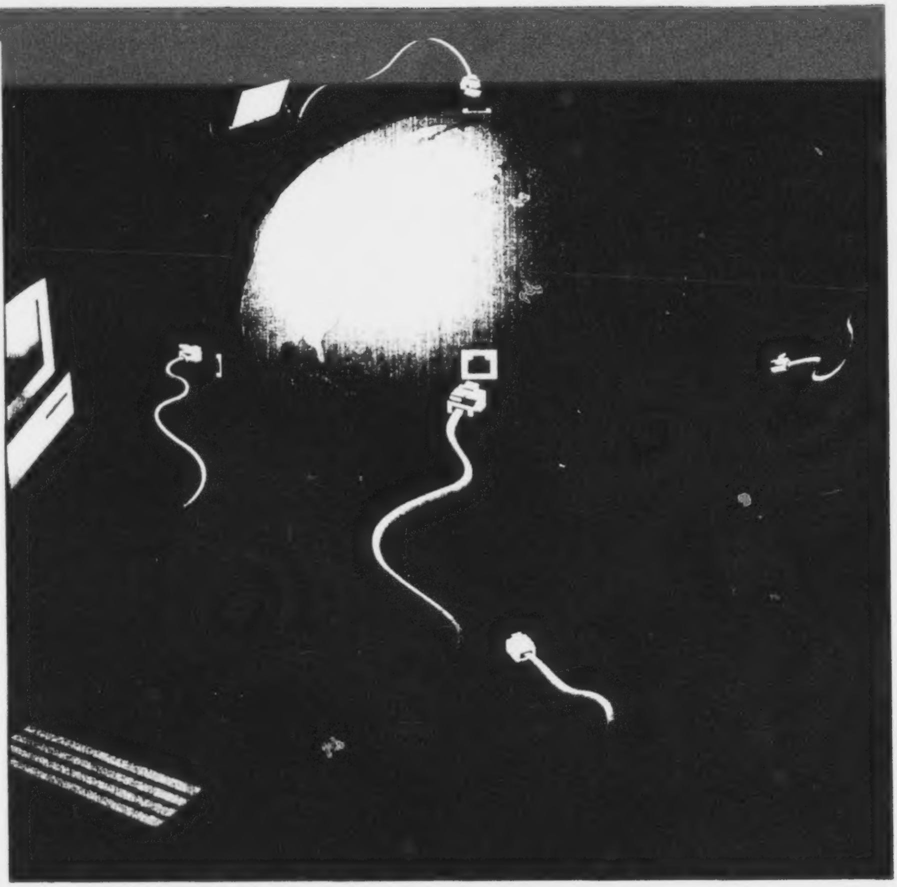
procrastination can take hold! Time limits, due dates, a calendar of class events, a knowledgeable, active instructor, daily activities, engaging materials, and a dedicated community of learners can all help.

The Virtual Classroom

Another question teachers have is about the procedures, mechanisms and tech requirements when taking an online teacher training course. Most typical is to work from a website especially designed for e-learning. The participant goes to this website address. Then the participant is asked to fill in a username and password which were previously received by email. At this point, the participant enters a virtual classroom environment. People who have not entered an online classroom are often quite impressed with the variety and ease of use of the various course tools in a virtual classroom.

An online class will begin with orientation to the learning website and the tools there. It takes a little time to practice navigating around the learning website and see what is available. There are communication tools (Discussion Board, Email, Live Chat, Whiteboard) which help class members exchange ideas. Especially helpful is the Discussion Board tool, which allows for "threaded" discussion. Each "thread" is a new topic of discussion to which others can then respond. This asynchronous communication allows participants time to compose thoughtful responses to the teacher trainer's discussion questions instead of having the time pressure of a chat. The virtual classroom environment also provides tracking and assessment tools for administrative purposes. And last, but not least, the virtual classroom has content pages with text, graphics, assignments, sounds, animations, or even video. After a couple of visits, this environment is familiar territory where everyone is comfortable.

After the introduction to the learning site, participants begin the course work, printing and reading the material, completing assignments, contributing to class discussions, and participating fully in all activities such as chat sessions or group chat sessions. They may have informal self-check quizzes or online tests which can be scored by computer, by the teacher, or by a combination of both. They can refer to a glossary, read course requirements, see a bio and picture of their teacher, check the course calendar, assess their progress, see their grades, and so on. Providers like WebCT and Blackboard have worked for years to make sure that the course tools are easy to use and logically organized.



Tech Tools

Course designers who develop online courses are usually careful to make the technical requirements in these courses minimal. That way, they can reach the widest possible audience of teachers. The ideal is to make these virtual environments accessible on a 56K dial-up modem. Although video takes a lot of bandwidth, all other tools can easily be accommodated with a 56K modem.

The only other requirements are typically a multimedia Pentium computer and Internet Explorer or Netscape as a browser to go to the class. These are the tech requirements for our teacher training certificate programs at BizEnglish. For our business English language courses for learners, we also make use of sound and voice recording technology, most of which is built into Internet Explorer and doesn't require additional downloads. Keeping tech requirements basic makes it easy for anyone to join an online course.

A simpler approach to online training does not use course management software as described above, but provides a website with content pages and then uses separate tools for communication among members. Often an email listserv is used to distribute messages to/from participants or a discussion board or chat feature is incorporated into the course. Even the simplest tools can make for effective group dynamics; it all depends on the motivation of the participants and the dedication of an involved teacher trainer.

Free Web Cast for ESL/EFL Teachers

Heinle Publishers will host its second international web cast for ESL/EFL teachers on October 22, 2002 at 3:30 pm EST. Reading specialist Dr. Neil J. Anderson will present "Improving Fluency in Second Language Reading" and will answer questions during this live, interactive video conference via the Web.

Dr. Anderson will discuss how instructors can help English Language Learners increase their reading fluency and comprehension by using his "ACTIVE" approach to reading. Participants will learn best practices for teaching beginning to advanced students and will come away with practical ideas and materials to use in their classrooms. For more information and to register for this free event, visit www.heinle.com. ■

> "Even the simplest tools can make for effective group dynamics; it all depends on the motivation of the participants and the dedication of an involved teacher trainer."

Success Factors

For any online teacher training situation, there are several factors that will positively influence the success of the individual teacher. As we have seen, participation is the most critical element in an online course, so motivation is important. Also important to active participation is time. Teachers need to have enough time to work on the course. Looking carefully at the time requirements will let you know if you can participate to the level required. These two factors are far more important than having a lot of technological expertise. Because online courses are created to be as easy as possible to use, tech savvy is less important and can be acquired in a step-by-step progression as teachers participate in the course.

In choosing to take an online teacher training course, an important factor for teachers to consider is how a sense of community is established in the course. By the end of a course, we find that participants are often inviting others to visit them, and many keep in touch for years! This sense of connection with the other members of the class keeps participants engaged and communicating actively. The teacher trainer is central to this situation and must connect one-on-one with each individual. In some online situations, participants report that the amount of feedback and dialog exceeds that in a traditional classroom.

The teacher training discussed above consists of specialization courses such as the Certificate in Teaching Business English or the Certificate in Teaching English Online, both offered by BizEnglish. These courses are designed for experienced language teachers. However, for those new to ESL/EFL or language teaching, a more general teacher training course is necessary. These courses are also offered online. In these teacher training situations, it is important for the program to include a practicum conducted face-to-face so that new TEFL teachers are familiar with a variety of teaching techniques and methods.

When working with teachers who have teaching experience and want to strengthen their skills or branch off in a new direction within the language training field, online learning is very effective and convenient. One of the wonderful things is that teachers can still be teaching their classes while taking an online course. For those in areas not offering such specialized training, it is a real benefit not to have to take off from teaching and other activities, and yet to have interaction with a group of peers who all want to strengthen their skills in a common area. Ideally, teacher training courses are specifically designed to take advantage of the diversity of experiences held by class participants from around the globe. ■

Emily Lites, M.A. is academic director of BizEnglish at www.bizenglish.com/ where she directs the development of Internet-delivered programs for teachers and students of ESL/EFL.

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Halloween Puns in a Jugular Vein

by RICHARD LEDERER

Three vampires went into a bar and sat down. A buxom barmaid came over to take their orders. The vampires tried to be neck romancers, so they batted their eyes and flirted with her by telling her how much they liked her blood type. But she rebuffed them with the reply "O negative" and asked, "And what would you, er, gentlemen like tonight?"

The first vampire said, "I'll have a mug of blood."

The second vampire said, "I'll have a mug of blood."

The third vampire shook his head at his companions and said, "I'll have a glass of plasma."

The barmaid called out to the bartender, "Two bloods and a blood light!"

Then they all toasted each other by shouting, "This blood's for you!"

Vampires love to drink blood because they find it thicker than water. In fact, we know a vampire who was fired as night watchman at a blood bank. They caught him drinking on the job, thus making too many unauthorized withdrawals. And he took too many coffin breaks.

Long ago vampires sailed to the United States in blood vessels and set up their own terror-tories. Many of them settled in the Vampire State, and others went west and became batboys for the Colorado Rockies' Horror Picture Show. Some went on to college and earned a place in Phi Batta Cape-a. Others perfected their skills at sucking blood by attending law school.

Vampires from all over the world gather each fall deep in the forests of Transylvania to renew their commitment to their calling. They reverently view the scroll, written and signed in blood, that contains their history and lists their rites and responsibilities. Then, at midnight, they stand at attention and swear allegiance to the Draculation of Vein Dependence.

The most famous of all vampires is, of course, Count Dracula, the notorious neckrophiliac. He can be a real pain in the neck, but he can get under your skin. Even if he pays for dinner, he'll still put the bite on you.

Dracula once fell in love at first fright with the girl necks door. She was six feet tall, and Dracula loves to suck up to women. But he's remained a bat-chelor his whole life because anytime he courts another vampire, they end up at each other's throats.

And any mortal woman to whom Dracula is attracted soon realizes that life with him will be an unfailingly draining experience, so she's not likely to stick her neck out for him. It's hard to get a good night's sleep with him because of the terrible coffin.

Moreover, Dracula isn't a very attractive fellow, in large part because he can't see himself in the bat room mirror and so is unable to brush his teeth, comb his hair, or tie his tie. This causes bat breath and the disease Dracula fears most—tooth decay. The fiend went to the dentist to correct his bite, but he still ended up with false teeth, which for him are new-fangled devices that, like Dracula himself, come out at night.

Dracula finds his victims in any neck of the woods. Whenever the police come after him, the count simply explains that he is a law-a-biting citizen. He loves the deep plots and grave setting of a cemetery, especially when the temperature rises above 90 degrees. Dracula often sighs, "There's nothing like a cold bier on a hot day." Sometimes Dracula has to wait interminably to emerge from his coffin. To him it seems that the sun never sets on the brutish vampire.

Among Dracula's favorite songs are *"You're So Vein"* and *"Fangs for the Mammaries."* His favorite TV show: *"Nip at Night"*. His favorite publisher: *William Randolph Hearse.*

His favorite comic-book character: Batman. His favorite magazine: *Bleeders Digest.* (It has great circulation.) His favorite brand of facial tissue: Kleenex.

His favorite dog: A bloodhound. His favorite cars: The bloodmobile and the Batmobile (especially for speeding along a major artery). His least favorite car: Jesus Chrysler.

His favorite book: *The Rise and Fall of the Roman Vampire.* His favorite sports: Batminton and casketball. His least favorite word game: Crosswords. His least favorite card game: High-stakes poker.

His least favorite charity: The Red Cross. His favorite circus act: The jugulars.

His favorite bodies of water: Lake Erie and the Dead Sea. His favorite holiday: Fangsgiving. His favorite foods: Cape-on and Hungarian ghoulash. His least favorite food: A stake sandwich. ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

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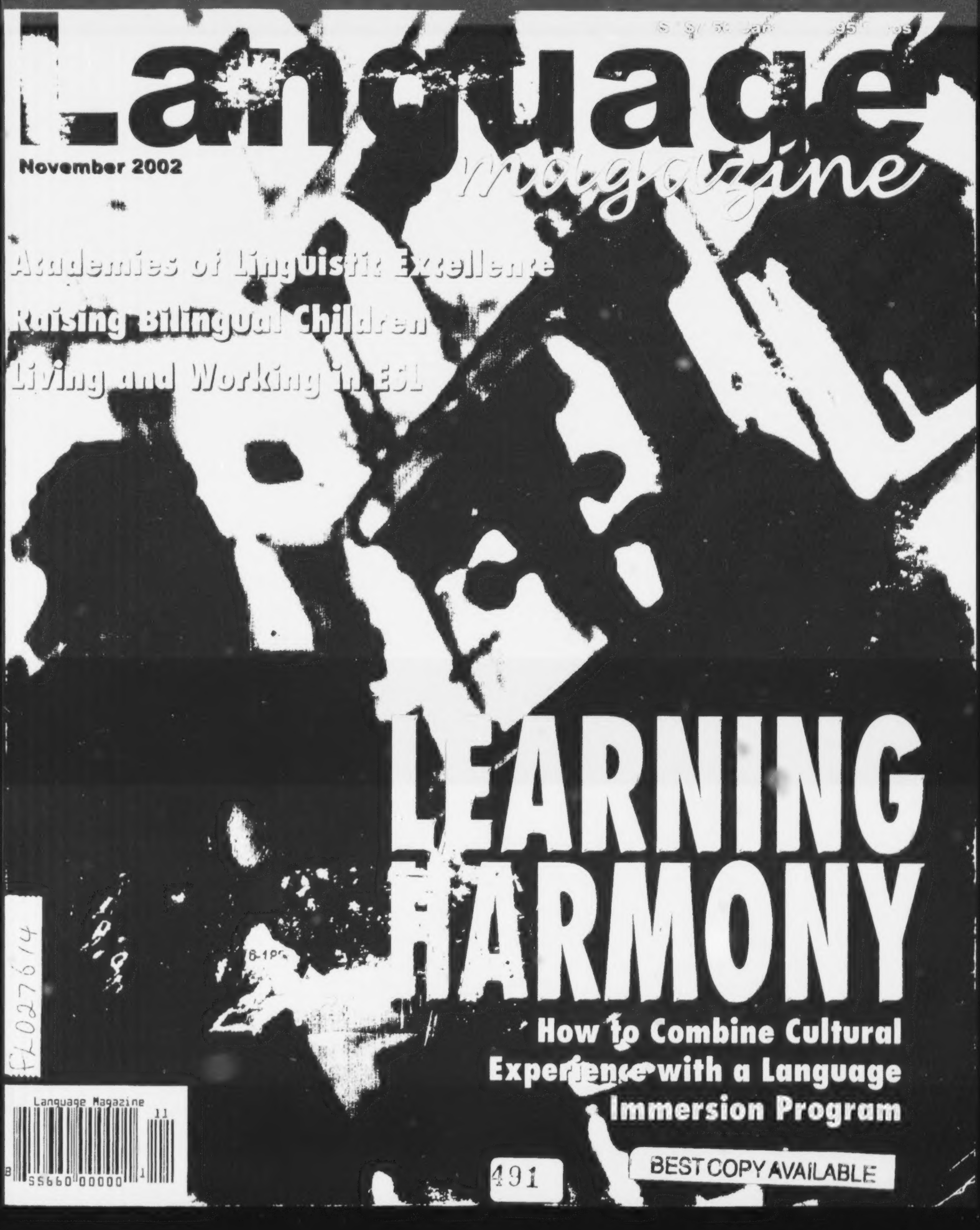

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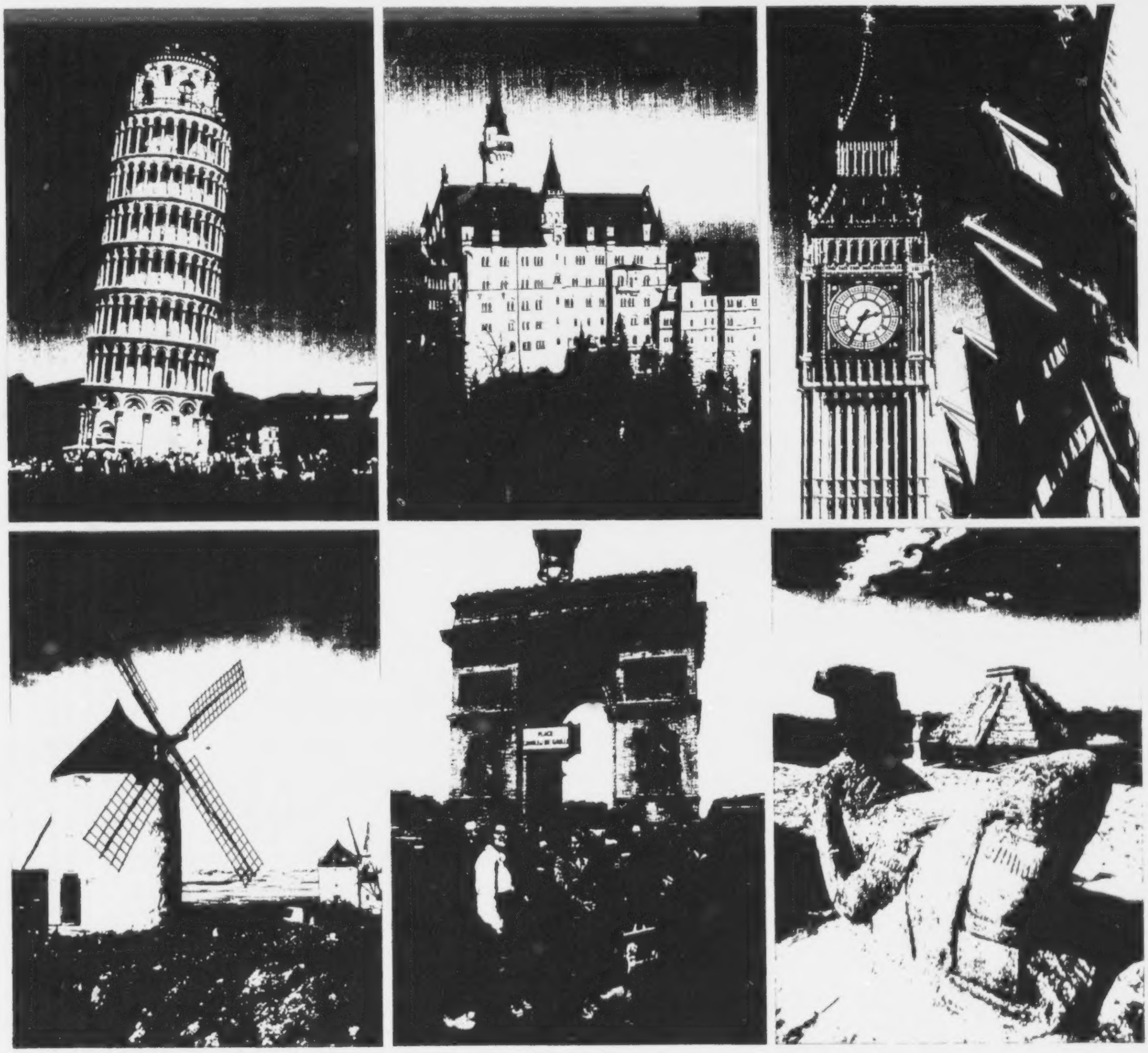

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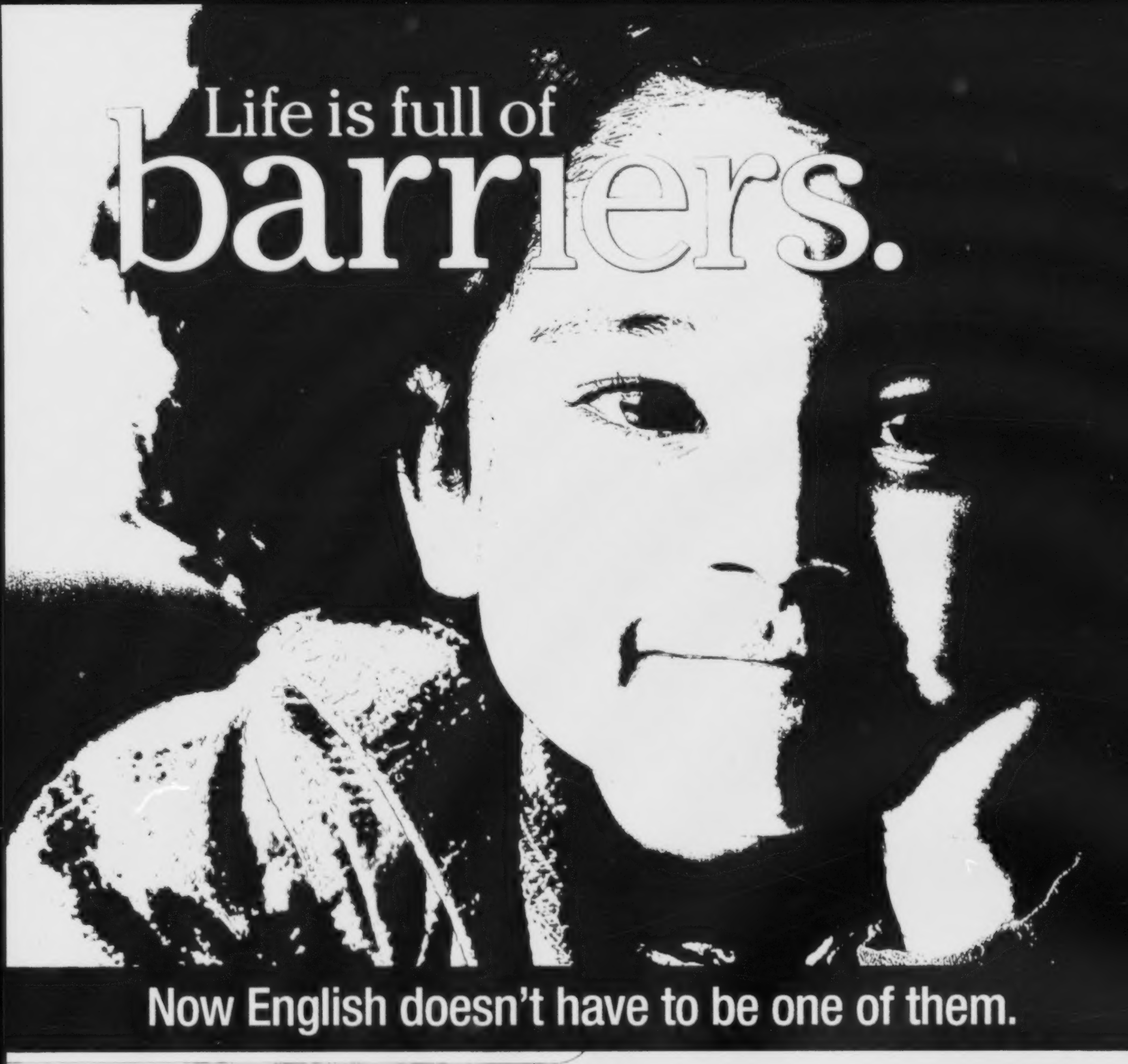
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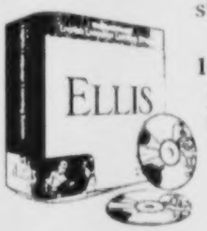

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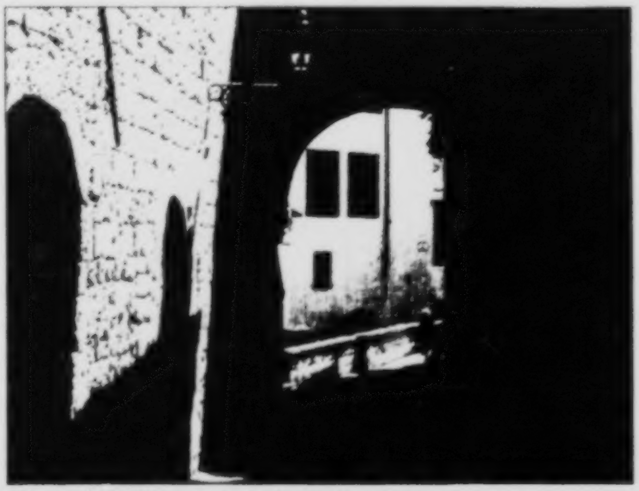

Vicolo San Giovanni in Italy. Photo: Courtesy Lingua Si

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ITALY: **Adrian Bridgwater** spent a year in Rome discovering the delights of the Italian language and a pizza or two. **PAGES 46-48**

LANGUAGE TRAVEL: Learning a new language can be very rewarding. Studying a language while surrounded by native speakers is probably the best experience of all, explains **Mark Franks. PAGES 50-52**

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ON THE COVER: More and more American students are enrolling in immersion programs. PHOTO: Loop Design, Italy.

Lies, Damned Lies and Testing

AS GUBERNATORIAL elections get into full swing across the nation, a backlash against the high-stakes testing of students is emerging. In at least five of the contests, Democratic candidates are challenging the increased use of standardized tests for purposes that include evaluating school performance and determining whether students will graduate high school.

The most aggressive has been Bill McBride, the Democratic nominee in Florida, who is pledging to scrap the testing-based system for grading school performance that Republican Gov. Jeb Bush counts as one of his key achievements. Democratic nominees in Michigan, Wisconsin, Arizona and Texas are also pledging to limit their states' use of standardized tests. Reliance on standardized testing is a key component of President Bush's 'No Child Left Behind' initiative, but it has been widely criticized by educators as an oversimplified basis for measuring educational achievement.

Testing is an essential part of any educational system, but it does not tell the whole story and results can be easily manipulated for political gain.

In California, Democratic Governor Gray Davis has voiced his support for tough testing requirements and is citing improvements in results as one of his achievements. These same test results are being used across the nation as justification for terminating bilingual education programs, while the citizens of Massachusetts and Colorado decide upon the issue. The *Wall Street Journal* ('Bilingual Balderdash', 10/11/02) cited improved test results amongst Californian Hispanic students since the adoption of Proposition 227 as evidence that bilingual education does not work. However, Professor Stephen Krashen put the record straight in no uncertain terms, "Banning bilingual education deserves none of the credit for increases in test scores in California. A new test, the SAT9, was introduced in California at the same time the ban on bilingual education took effect. Test scores always increase after new tests are introduced, which is why tests need to be recalibrated after a few years. Test scores went up for everybody in California, including districts that kept bilingual education, and districts that never did bilingual education."

The repercussions from over-reliance on standardized-testing are also being felt in foreign language departments. As testing increases in core academic subjects, languages are an issue on a number of states' agendas. A few months ago, the New Jersey legislature made it easier for high-school students to have their foreign-language requirements waived and the Georgia Board of Education is considering dropping its merit track language requirement. If such moves continue, turning foreign-language courses into electives will eventually lead to outright elimination of some language programs. All this at a time when the US is supposedly trying to engage the rest of the world.

Testing is an exact science which should be used by educational experts, not by politicians who believe that soundbites are a substitute for properly funded and researched programs. ■

Daniel Ward, Consultant Editor

Language *magazine*

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Language Magazine (ISSN 1537-7350) is published monthly for $24.95 per year (US/Canada) and $59.95 (Overseas) by Language Media LLC, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069. Application to mail at Periodicals Postage Rates is pending at Los Angeles, CA. POSTMASTER: Send address changes to *LANGUAGE MAGAZINE*, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069.

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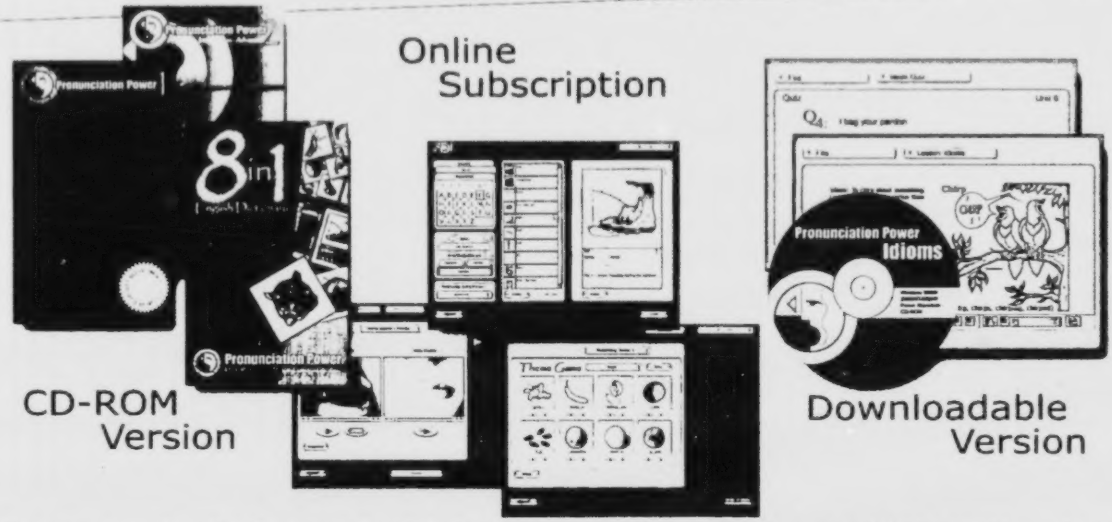
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LETTERS

Lamenting Language Loss

As a linguist, I am saddened by the dominance of English and the death of so many languages that David Crystal wrote about in your latest issue ("Language Life, Death and Resurrection, *Language Magazine*, October 2002, p.18)

I think it is true that there are many cultural concepts that can only be expressed in a certain language—they do not readily translate into another.

But I am not sure if minority languages can survive even if they are artificially supported by government grants and other forms of funding.

Many people do not seem to care about their linguistic heritage. Others do care but they have little incentive to maintain languages that are perceived to have little or no economic benefits attached to speaking them. Unless we can convince people that it pays to keep minority languages I fear for their future existence.

Terence Green
Toronto, Canada

On the Scrapheap

Human beings create languages in the same way that we create tools. We use them to communicate with each other. When we devise better and more efficient tools we throw our old ones away. Shouldn't we do the same thing with languages that are no longer useful to us?

David Gills
Atascadero, California

Not So Splendid Isolation

Why is it that most Americans prefer to be monolingual? Most other people move easily among two or three languages and some even more than that. They are not intimidated by languages like most of us seem to be. It's almost like we are imposing isolation upon ourselves through our monolingual lives.

It's time we stopped being scared of languages other than English.

Joe Calabrese
Brookline, Massachusetts

Baguettes For All!

I would like to remind you that the American Association of Teachers of French will celebrate National French Week from November 7-13. I hope that you and all of the *Language Magazine* readers will take part in the celebrations.

Marie Thomas
St. Paul, Minnesota

[Marie, all of us at Language Magazine *would like to wish you and all of your French-teaching colleagues a joyous and successful week!]*

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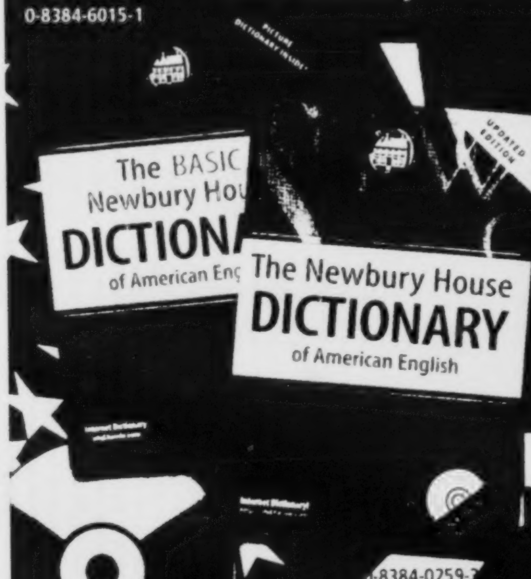

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Hawaiian Language Revives

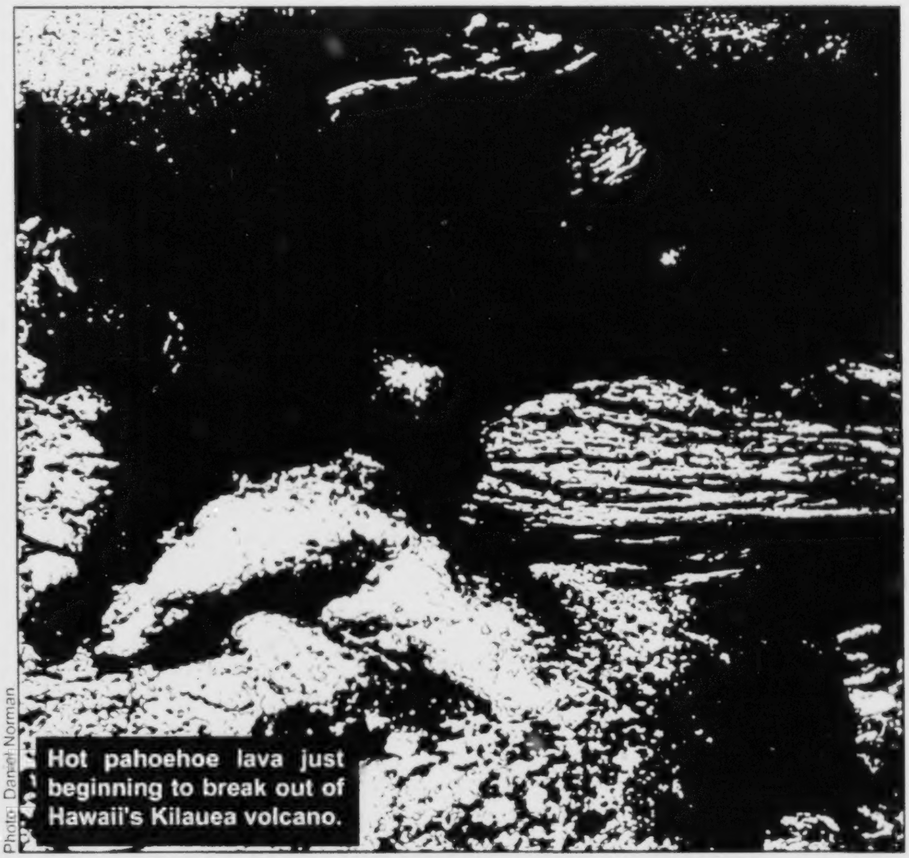

Photo: Daniel Norman

Hot pahoehoe lava just beginning to break out of Hawaii's Kilauea volcano.

FOR THE FIRST time in more than 50 years, the Hawaiian language will be regularly featured in a widely circulated publication.

The weekly column to be published in Sunday's *Honolulu Star-Bulletin* will be called *Kauakukalahale*–"the rain of Honolulu," said Laiana Wong, the coordinator for the Hawaiian language section of the University of Hawaii's Department of Hawaiian and Indo-Pacific Languages and Literatures. She will edit the column with colleague Kekeha Solis.

"The word 'kukala' is the word to announce, to proclaim. That's what news does, like a bulletin," Wong said. "Water, of course, is a source of wealth in Hawaiian, so information is the new kind of rain."

Star-Bulletin editor Frank Bridgewater said the newspaper hopes that by promoting the Hawaiian language it will raise the level of awareness and encourage support of an official state language.

The column will feature a wide range of subjects, from features about people, to news, comics, even recipes, Wong said. Readers will also be encouraged to submit pieces. "Anything that involves literacy," Wong said.

Hawaiian is currently used in newsletters and periodically in newspapers, such as *Ka Wai Ola o OHA*, published by the State Office of Hawaiian Affairs.

The *Star-Bulletin* had special fonts created for the column to accommodate the accent marks and glottal stops used in Hawaiian words, said Bridgewater, who added that there are no plans to use them throughout the newspaper.

[The December issue of *Language Magazine* will include a feature on language use in Hawaii with articles on the linguistic heritage of the state and the Hawaiian English dialect. Don't miss it!] ■

Countdown to SEVIS

ALMOST COINCIDING with International Education Week is the deadline (November 15th) for submissions of Form I-17 to the INS from schools and colleges seeking permission to apply for I-20 visas under the new SEVIS (Student and Exchange Visitor Information System) regulations. Submission of the I-17 Form will improve chances of adjudication by the INS deadline of January 30, 2003 for SEVIS compliance.

At the end of September, the House Subcommittees on Twenty-first Century Competitiveness and Select Education held a joint hearing entitled "Homeland Security: Tracking International Students in Higher Education--Progress and Issues Since September 11."

The hearing focused on the status of SEVIS implementation and ongoing concerns regarding the implementation timeline. Rep. Bobby Scott (D-Va.) questioned why the government was focusing such intense scrutiny on international students and expressed concern about criminalizing violations that may be the result of inadvertent error.

In his testimony, Dr. David Ward, President of the American Council on Education, voiced the concern shared by many *Language Magazine* readers that the new, untested system may not work as envisaged under the current implementation schedule. Dr. Ward suggested the continuation of the current system for just a few months to enable all of the preparatory work for SEVIS to be completed.

There have been no indications that the deadline will be extended.

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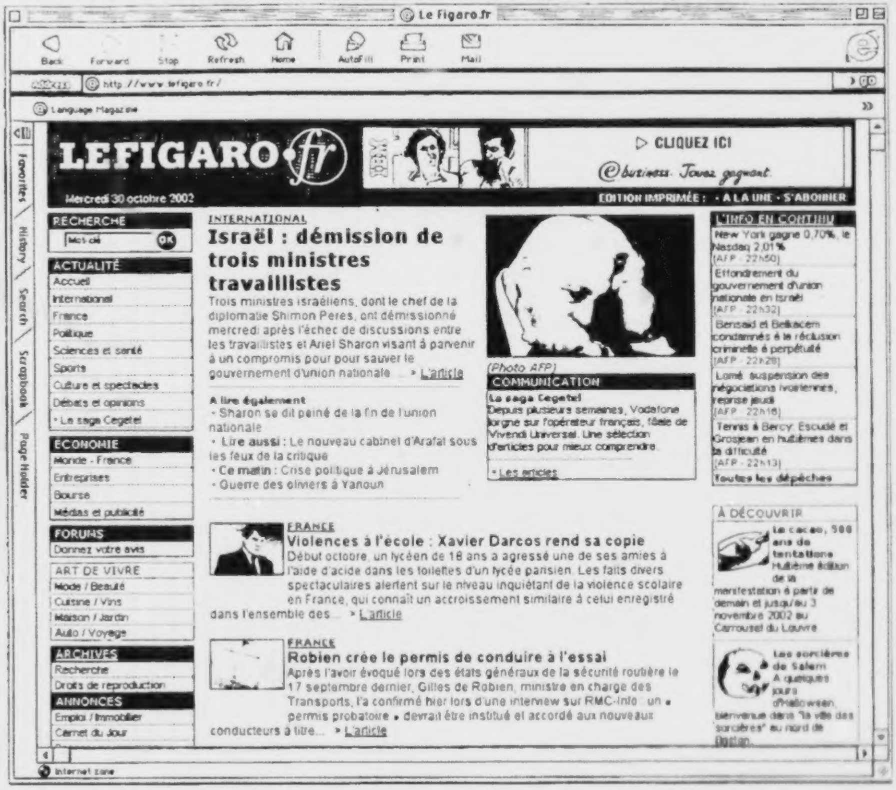
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INTERNATIONAL

Israël : démission de trois ministres travaillistes

Trois ministres israéliens, dont le chef de la diplomatie Shimon Peres, ont démissionné mercredi après l'échec de discussions entre les travaillistes et Ariel Sharon visant à parvenir à un compromis pour pour sauver le gouvernement d'union nationale ... » L'article

A lire également
- Sharon se dit peiné de la fin de l'union nationale
- **Lire aussi** : Le nouveau cabinet d'Arafat sous les feux de la critique
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(Photo AFP)

COMMUNICATION

La saga Cegetel
Depuis plusieurs semaines, Vodafone lorgne sur l'opérateur français, filiale de Vivendi Universal. Une sélection d'articles pour mieux comprendre.

» Les articles

L'INFO EN CONTINU

New York gagne 0,70%, le Nasdaq 2,01%
[AFP - 22h50]

Effondrement du gouvernement d'union nationale en Israël
[AFP - 22h32]

Bensaïd et Belkacem condamnés à la réclusion criminelle à perpétuité
[AFP - 22h28]

Lomé: suspension des négociations ivoiriennes, reprise jeudi
[AFP - 22h16]

Tennis à Bercy: Escudé et Grosjean en huitièmes dans la difficulté
[AFP - 22h13]

Toutes les dépêches

FRANCE

Violences à l'école : Xavier Darcos rend sa copie

Début octobre, un lycéen de 18 ans a agressé une de ses amies à l'aide d'acide dans les toilettes d'un lycée parisien. Les faits divers spectaculaires alertent sur le niveau inquiétant de la violence scolaire en France, qui connaît un accroissement similaire à celui enregistré dans l'ensemble des... » L'article

FRANCE

Robien crée le permis de conduire à l'essai

Après l'avoir évoqué lors des états généraux de la sécurité routière le 17 septembre dernier, Gilles de Robien, ministre en charge des Transports, l'a confirmé hier lors d'une interview sur RMC-Info : un « permis probatoire » devrait être institué et accordé aux nouveaux conducteurs à titre... » L'article

À DÉCOUVRIR

Le cacao, 500 ans de tentations
Huitième édition de la manifestation à partir de demain et jusqu'au 3 novembre 2002 au Carrousel du Louvre

Les sorcières de Salem
A quelques jours d'Halloween, bienvenue dans "la ville des sorcières" au nord de Boston.

Sisters Are Writing It For Themselves

A NEW SUPPLEMENT of *Le Figaro*, France's main conservative newspaper, hit the French newsstands last month. It is edited and written completely by women.

Touted as "the news as women see it" *Le Figaro Femmes* was not intended as a "woman's newspaper" but as a demonstration of "a subtle dose of feminization of a newspaper at the highest level". The first supplement, its editors said, was intended to show how the presentation of news would alter if women outnumbered men on newspapers. Dominique Savidan, the editor of *Le Figaro Femmes*, said the male journalists, "were pretty sarcastic to begin with, but when they saw the paper they realized it was a decent product". But the all-women newspaper has provoked stronger reactions from other male reporters who cannot believe that women could be more proficient in reporting the news than men. One unconvinced reporter said, "How can you have feminine news versus masculine news? It does not exist. They are embarrassing themselves with this novelty." But the women, who take their edition of the newspaper very seriously, are determined to continue with the publication.

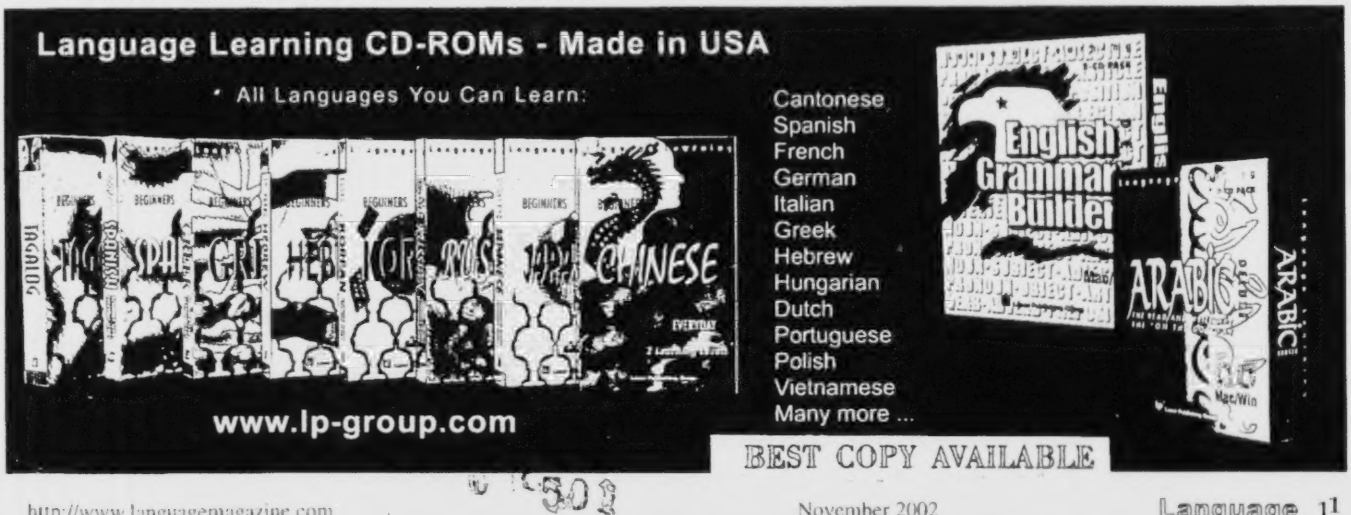
The most interesting article in the supplement was written by Virginie Despentes, author of the controversial novel *Baise-Moi*. The film of her book was released last year in movie houses across the world and it caused an outcry—even in France. It featured a prostitute who saw her best friend get shot and a rape survivor team up for a violent road trip. It was dubbed the French *Thelma and Louise*. Despentes wrote that the male half of France was a "nation of idiots and liars, a nation conquered and saved by its allies." This, she said, had turned French men into "mommy's boys". ■

Language Origins Revealed

TWO CRITICAL MUTATIONS that appeared around 200,000 years ago in a gene linked to language swept through the population at about the same time that humans began to dominate the planet.

The findings show that the gene may have played a central role in the development of modern humans' ability to speak. The research indicates that the genetic mutations may at least partly explain why humans can speak and animals can not.

Researchers are likely to try to introduce the genetic mutations into mice as part of their work, but they said many other genetic changes would likely be necessary to produce a talking animal, and several said they doubted anything of the sort would ever be possible, let alone desirable. ■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Bard On Sale in Baghdad

IRAQI SCHOLARS have taken to the markets in Baghdad to sell their books in order to increase their meager incomes. Books are laid out for sale every Friday on stalls stretching away from the narrow alleyways of Al-Rashid Street in the heart of Baghdad.

Most of the books are printed in the English language with famous titles like *Gone with the Wind*, *Henry V* and *The Growth of English Society*. Hyperinflation has devastated the Iraqi economy and the people hardest hit are the middle classes. Iraq was once a highly literate society but decades of isolation and sanctions have taken their toll.

Abdullah Haidi, 25, sells English language books in the street. "There is a high demand for them at the bookstalls," Haidi says. "I get my books from teachers at the university. "They don't have any money. The professors earn nothing, some used to earn the equivalent of $23 per month. I know academics who earn half that. They need money. What can they do? They take some books from the library and sell them to me."

Iraq's society is now divided between a tiny but immensely wealthy elite and millions living in poverty. People sell whatever they have to live. For poor academics the works of authors like Arthur Conan Doyle (the creator of Sherlock Holmes) are the only assets they have to offer to pay their bills. Some academics have left their posts at universities because the pay is so bad in order to sell their books full-time. ■

Promoting International Education

WITH THE THEME "Securing the Future Through Study and Exchange," the U.S. Departments of State and Education have again joined with NAFSA: Association of International Educators and other international organizations to declare the third annual International Education Week, to take place from November 18-22.

The leadership of both departments has emphasized the importance of International Education Week as an opportunity for communities and schools nationwide to celebrate the contributions of international education to the nation and the world. Writes Secretary of State Colin Powell: "As we work to end the scourge of terrorism, let us also work to increase peace, prosperity and democracy.... People-to-people diplomacy, created through international education and exchanges, is critical to our national interests." And Secretary of Education Rod Paige notes: "International education not only promotes mutual understanding and cooperation among nations, it can also strengthen national security, foreign policy, and economic competitiveness."

"At a time when the war on terrorism and conflict in the Middle East dominate the headlines, this celebration is an important reminder that international education and exchange have a great deal to contribute to meeting the challenges our nation faces," said NAFSA Executive Director Marlene Johnson. "It is only through increased knowledge, understanding, and communication between ourselves and the rest of the world that we can hope to build a safer and more secure future."

Organizers of International Education Week are encouraging local schools, college campuses, and communities to mark the occasion with international festivals, cultural presentations, speeches, embassy visits, and other special events.

For more information and updates on International Education Week, visit http://www.exchanges.state.gov/IEW/ ■

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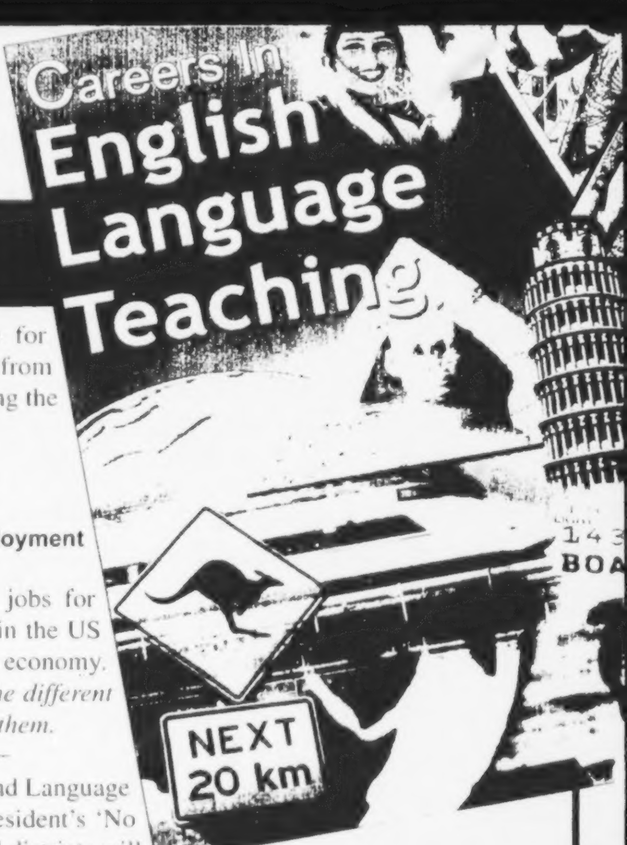

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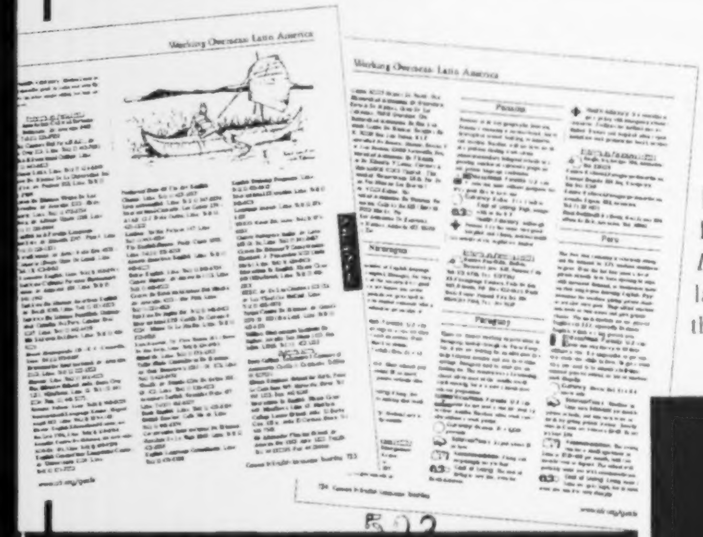
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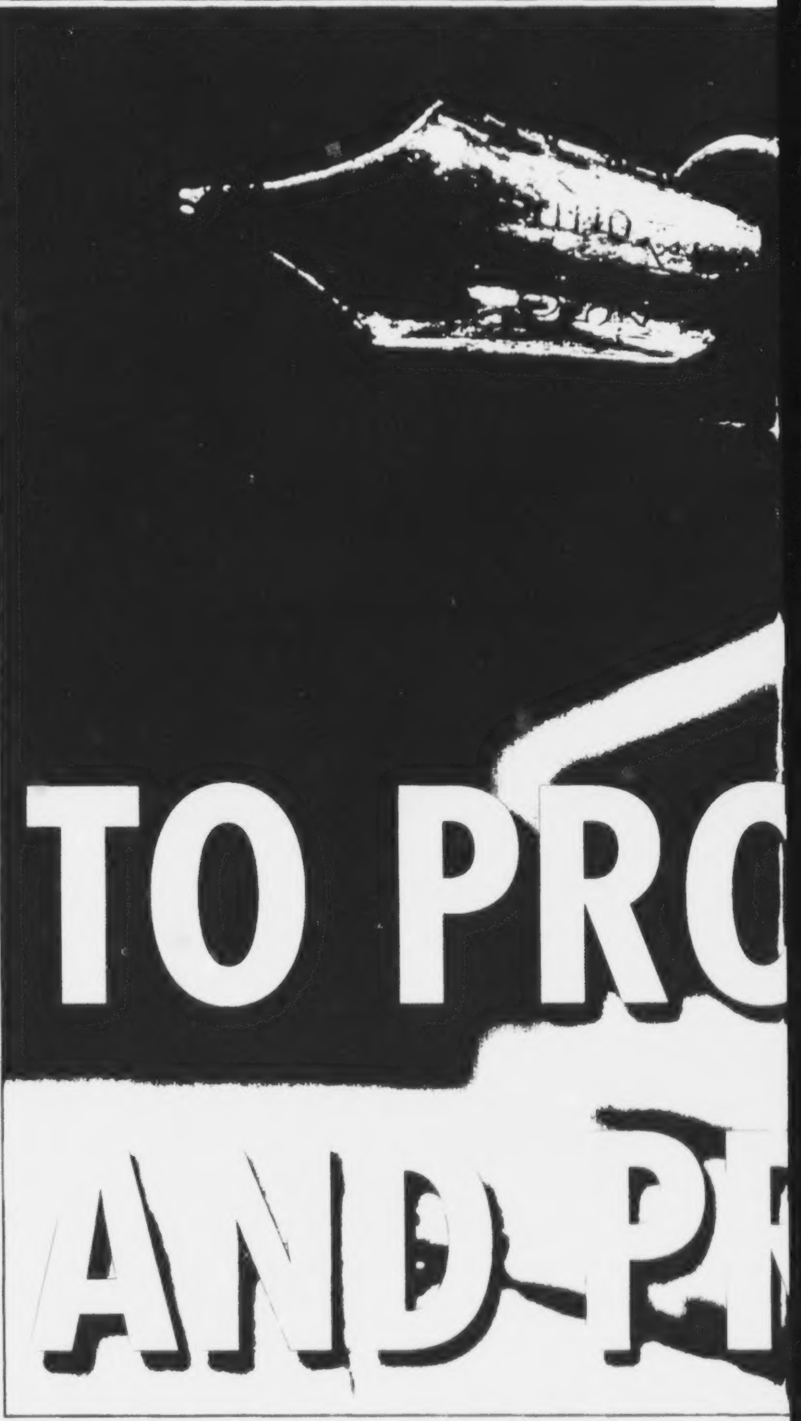


Language academies are sometimes regarded as ineffectual institutions operated by elitist cliques who are out of touch with the real words on the street. Is this reputation justified? **Ben Ward** investigates

Defenders of the Tongue

Native English language speakers often look down on attempts by speakers of other languages to preserve their linguistic heritage in the face of the onslaught of the Anglo-American lingua franca. "Why resist the inevitable?" they say. "Forget about finding a native word to replace 'computer' and just accept the domination of our language." The draconian tactics of Quebec's "language police" provide a constant source of amusement and derision in the media. France's so-called "Toubon" law, enacted in 1994 in an attempt to protect the French language from English incursions was widely criticized by journalists working both in and outside of France––the law (which has now been dropped) made the use in public of words such as "cheeseburger" and "airbag" punishable by up to six months in prison. But, as Dennis Ager writes in his book, *Language, Community and the State*, "Few of [the newspapers] made any serious attempt to understand the motives nor the sense of offence many French citizens clearly felt about the take-over of their culture and way of life by alien influences".

The concept that a language requires proactive defense actually predates the global spread of English by hundreds of years. Most scholars agree that the first language academy to be established was the Accademia della Crusca, founded in Florence in 1583 for the study and preservation of the Italian language. In 1612, the Crusca published its first dictionary, the *Vocabulario degli Accademici della Crusca* that was intended for use by "men of letters." The *Vocabulario* soon became the recognized authority on Italian usage both in Italy and in other countries. The Crusca also played a part in the definition of a standard Italian language although the main responsibility for this reform (in 1862) fell to a specially appointed Commission headed by author Alessandro Manzoni.

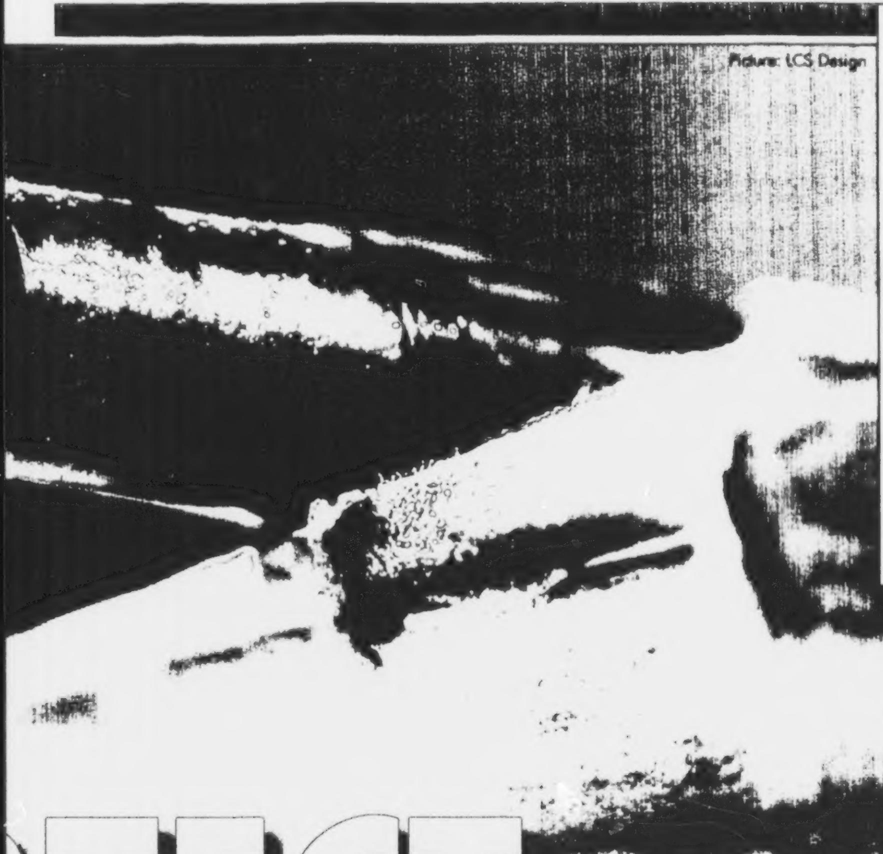
Until the 18th century, the Crusca operated as a private institution. The *Vocabulario* was researched and written by Crusca members who also financed its publication.

Later, the Tuscan government underwrote the printing of the 3rd and 4th editions of the *Vocabulario* and, in 1811 the Academy became a public institution, managed by the academics.

In 1923 the centuries-old work of the Crusca was curtailed and it did not resume its activities until 1954. Today, the work of its 15 members—each is appointed by invitation and at least six of them must reside in Florence––is funded by an annual grant from the Italian government.

The French Standard

Although the Crusca may be the most venerable of the language academies, the most renowned is the Académie Française, founded in 1635 by Cardinal Richelieu. The original remit of the Académie was to standardize the French language so that it could be comprehensible to all French people. Historically, France had been split into two main linguistic regions: the *langue d'oc* in the south and the *langue d'oil* in the north with numerous regional variations. The Académie was also to be "a small island where the best of human culture could be preserved." It is composed of 40 members elected by their peers. Since its foundation, there have been more than 700 of these "immortals" as they are known, drawn from the fields of literature, the theater, science and medicine and the military. One of the



Picture: LCS Design

A Page from the *Dictionnaire de l'Académie Française* 1835.

major criticisms leveled at the Académie is that very few professional linguists have been allowed to don the green robes of an immortal.

Its first *Dictionnaire* was published in 1694 and new editions have been produced at regular intervals cataloguing changes in spelling and usage. In 1932, the Académie produced a French grammar book but it was condemned by linguists and the Académie has since confined its writing activities to compiling the *Dictionnaire* which is distributed by the publisher, Fayard.

Almost a century after the establishment of the Académie Française, the Real Academia Española (RAE) was founded in 1713 at the behest of Juan Manuel Fernández Pacheco, Marquis of Villena. The following year, it received royal approval from King Phillip V. Unlike its French predecessor, the Real Academia encouraged linguists and philologists to be come members so that its authority on Spanish language matters would be highly regarded. The RAE oversees the publication of two major dictionaries: the *Diccionario de la Real Academia Española* and the *Diccionario Histórica de la Lengua Española*.

The RAE is making a conscious attempt to cast off its conservative reputation and to move with the times. According to the academy's president, Víctor García de la Concha, the technical language derived from using the internet "is not a threat, but a stimulus which must be responded to." The RAE works closely with the Asociación de Academias de la Lengua Española (the international association of the 22 academies of the Spanish language) to keep the language updated—even "Americanisms" are acknowledged in the latest edition of the *Diccionario*.

Other European countries such as Hungary, Sweden and Romania also have language academies modeled at least in part after the Académie Française. In the case of Portuguese, the exsistence of even greater regional differences in pronunciation, grammar and spelling, in comparison to French and Spanish, has been attributed to the lack of a Portuguese language academy. In Brazil, the Academy of Letters was founded in 1896 in Rio de Janeiro. Heavily influenced by the French model, the academy members are well-known Brazilian writers. In 1996, the Comunidade dos Países de Língua Portuguesa, (Community of Portuguese-speaking Countries) was established with the aim of creating a Portuguese language standard.

A number of language societies sprang

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up in the German states during the 17th century—the most significant was established in Weimar in 1617 with the aim of ridding the German language of dialects, foreign loan words and correct usage. But there was no central non-university institution for the study and documentation of current usage and history of the German language until 1964 when the Institut für Deutsche Sprache (The Institute for the German Language) was established in Mannheim. A similar institution was established in Japan (The National Institute for Japanese Language) in 1948 but it is run under the auspices of the central government.

Can Language Academies Play A Useful Role?

There can be little argument that the role language academies play in researching and compiling dictionaries is a useful one. Of course, commercial publishers are adequately equipped to take on such work themselves but the weight of tradition associated with these often venerable institutions does give their work a reassuring authority. It is also clear that the language academies reflect the very real concerns of their own

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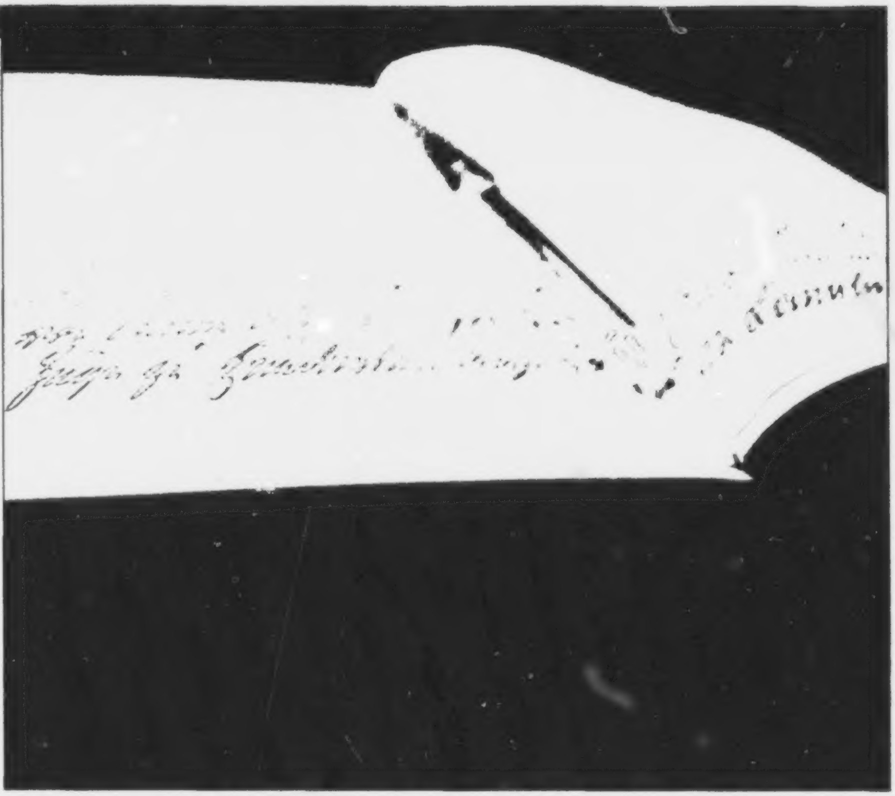

Language academies are repositories of the linguistic heritage. Picture: LCS Design

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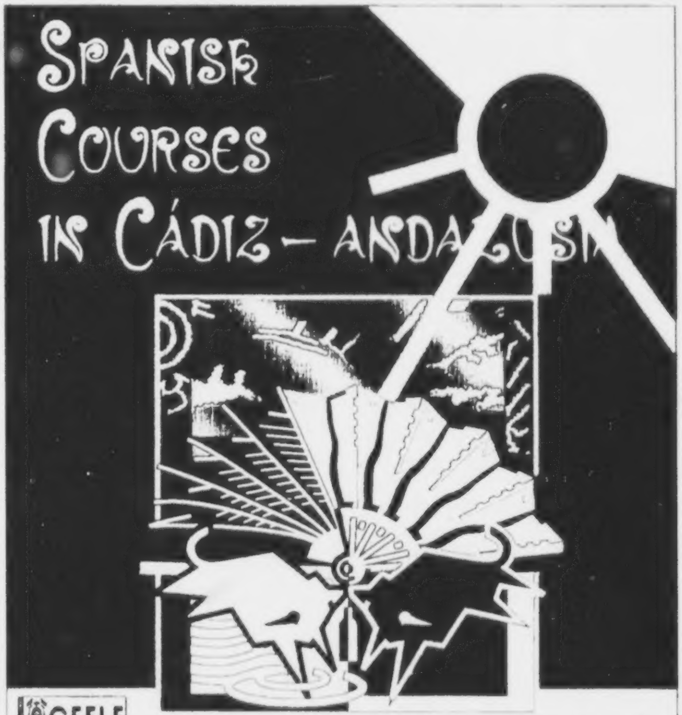

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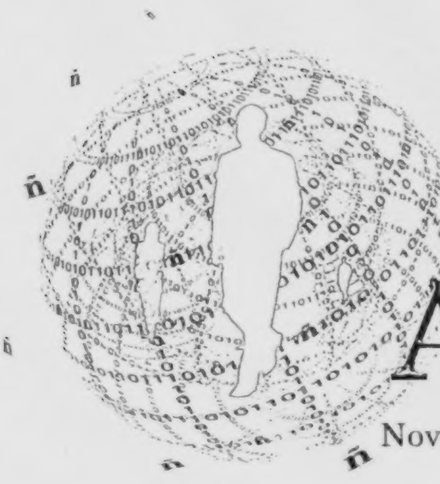

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Florence is home to the Accademia della Crusca founded in 1583, probably the oldest language academy in the world. Picture: Gary Redmond.

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cultures as they attempt to preserve the character of their own languages against Anglo-American hegemony. Whereas the approach of the REA has been to acknowledge the spread of English words in the Spanish language, the Académie Française has adopted more of a siege mentality as the number of Anglo-American loan words being used in French daily life increased. The threat became so overwhelming that the governmental authorities decided that the language had to be regulated. In 1972, a ministerial commission decreed that French terms should replace foreign ones so that "tie-break" became *jeu décisif*, *baladeur* replaced "Walkman", *logiciel* was substituted for "software" and so on.

Over the next decades, further legislation was introduced in order to defend the French language culminating in the much-lampooned "loi Toubon" cited earlier. Naturally, the Académie Française was involved in deciding which French terms were permissible to use instead of English ones. These French terms were published in its official Journal along with definitions. In the 1980s, the Académie resisted attempts by the government to feminize terminology associated with job titles, positions and official texts. For the academics, language purity was far more important than gender equality.

Indeed, because of their conservative nature, academies are not usually the best places to turn to for new terminology. In France, the Délégation Générale à la Langue Française works with government ministries to establish meanings of certain words or expressions. A list of terms is published and these must be used by government workers but members of the public are free to reject them if they wish. It appears that the French government has adopted a more laissez-faire attitude to language matters these days—you will see far more English signs in Paris than in Montréal.

What of English? Why hasn't an august academy been appointed to safeguard the language of Shakespeare and Mark Twain? In the 17th century, the poet and playwright John Dryden, did call for an English version of the Académie française and his plea was later echoed by Daniel Defoe and Jonathan Swift. Queen Anne was expected to give Royal Assent to the project but she died before the Academy could be established. Dryden's dream was never to be realized but it is interesting to speculate how an official "Academy of English" might have affected the subsequent development of the language. In any event, calls for a standard form of the language have all but disappeared as we learn to cherish and nurture the diversity of English and American English dialects still in use today. ■

Resources

Accademia della Crusca: http://www.csovi.fi.cnr.it/

l'Académie française: http://www.academie-francaise.fr/

Real Academia Española: http://www.rae.es/

Comunidade dos Paises de Lingua Portuguesa: http://www.cplp.org/

Institut für Deutsche Sprache: http://www.vds-ev.de/

The National Institute for Japanese Language: http://www.kokken.go.jp/index-e.html

Further Reading

Ager, Dennis. *Language, Community and the State: Linguistic Development in European Nations*. 1997. Intellect Books. Bristol, U.K.

Ben Ward is the editor of *Language Magazine*.

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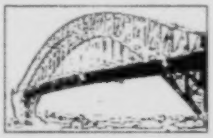

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Steven Donahue talks to Francois Thibaut of The Language Workshop for Children in Manhattan about unlocking the secrets to successfully raising a multilingual child

Francois Thibaut, director of the Children's Language Workshop, interacts with a captivated baby.

And Baby Speaks Three

Raising a multilingual child is a national phenomenon. Many educational toys are now bilingual; bilingual cartoons and programming have become commonplace on television; bilingual and foreign language publications are becoming more popular; infant bilingual day cares centers are booming. The growth in international immigration and adoption has only spurred the vigorous language industry to further heights.

Savvy parents know second language benefits can include higher scores on standardized reading tests, increased IQ (The "Bilingual Effect"), boosted self-confidence, greater flexibility in accepting foreign cultures and new ideas--and, of course, future advantages in an increasingly global job market.

But the biological "language clock" is ticking away. Research overwhelmingly suggests that a second language is best acquired within several "critical periods" or windows of opportunity that largely end at puberty. Infants are genetically pre-programmed to learn multiple languages, and acquire language even within the womb: but by age five, the "learning windows" close for them to easily pick up additional languages. While earlier exposure is better, it is never too late for children to learn language, and even minimal exposure to a second language can positively re-emerge in a child's language studies in later years.

I turned to Francois Thibaut, author of the *Thibaut Technique*®, a progressive, age-appropriate structured playgroup utilizing songs, visual aids, and games, for advice on the best methods of bringing up a bilingual baby.

LM: At what age does the "magic moment" happen, when children can absorb a second language with ease?

FT: The exact age at which a child can absorb a second language with ease is a function of the quality of the second language input that they are receiving.

I have known children, predominantly girls, who simultaneously

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began their one-word stage, in two languages, as early as eight months. Since the majority of children are hearing more of one language than another in their home environment, when they begin articulating recognizable words they will be speaking more words from one language than another. In the United States, of course, this is usually English.

This summer we had a 3-1/2 year old girl join our French immersion day camp. Since birth she had been absorbing Italian from her father, Mandarin from her mother and nanny, and English from her New York environment. Chinese and English were her dominant languages. Before attending our camp, she was never exposed to French, but after one week she was spontaneously parroting almost every word and phrase she had been hearing in the camp since she arrived—and with perfect French pronunciation. A neurolinguist would attribute the ease in which she acquired a fourth language to those parts of her brain governing language, that had become highly tuned as a result of her early language stimulation.

LM: What can parents do, in terms of "homework" to make that moment happen?

FT: If a parent speaks a second language, speak only the second language to your child. Do not switch between the two languages. A parent who speaks a second language should also take the opportunity to read to their children in their language.

For parents who only speak one language, I recommend second language animation videos and DVD's. As long as the animations are engaging and age-appropriate children will enjoy them and pay attention. As a result, they will absorb what they hear.

LM: Have you seen a growth in demand by parents for tools and instruction in bilingual programs?

FT: Thirty years ago, when I began offering French to children and toddlers, very few parents recognized its value. Since then parents have learned that, like early physical activity develops athletic strengths, early mental activity creates abilities to process, comprehend and articulate all language. In the past ten years many more parents tell me that they are enrolling their children at six months and intend to continue with the program through our oldest age group, because they are "committed" to developing a second language for their child.

Because they have had more opportunity to travel the world than earlier generations, I sense that many American baby-boomers are frustrated with their own monolingualism and want to empower their children with an ability to communicate with at least one other foreign culture.

Children as young as eight months old are capable of dealing with the acquisition of two languages. Photos: courtesy of The Language Workshop for Children

LM: What does the future of bilingualism look like to you?

FT: I often see Spanish or Spanish-English posters in the subway and in magazines. Spanish-only advertisements tend to use simple Spanish words sharing Latin roots with their English equivalents so English-only speakers can understand their message. Spanish and Spanish-English advertisements are great learning tools and, I hope, will also inspire everyone who sees them to study Spanish. Incorporating Spanish into everyday American life leads us to developing ways to communicate with the Spanish-speaking world. Better communication paves the way to stronger international commerce and diplomatic understanding.

LM: Can you relate an interesting language learning anecdote?

FT: A four-year old boy, who had been enrolled in The Language Workshop for

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Children for about one year, went to France with his mother and father. They were staying in a hotel in a small town where the employees did not speak English. One afternoon they returned and found that they had misplaced their key. The family went to the desk and explained that they had lost their "key;" they kept repeating "the key, the key," but the man at the desk didn't understand. Finally, the little boy piped up "la clef, la clef," and voila, they got their key.

"We must remember that learning any skill, whether it is mathematics or golf takes time, and becoming proficient involves many years of study."

LM: What are the "ingredients" for a successful bilingual program for children?

FT: A program should employ native speakers who speak with their language's standard accent. Children repeat what they hear. Make sure they are absorbing quality pronunciation and word-usage. However, just being a native speaker is not enough.

When you're considering a pre-separation program, for children under the age of three, the number of people in the classroom affects the quality of the program. Although this may not be an important factor in a music class, in a language class we want to focus the child's entire attention on the teacher's words and body language. Therefore, at the LWFC we are strict about our 1-child to 1-adult ratio. Allowing visitors, siblings and infants becomes distracting and compromises what the teacher is trying to accomplish.

Teachers should be animated, enthusiastic and use a progressive, planned and age-appropriate curriculum and a specific method. You want to ask how, and for how long, their teachers are trained. Simply singing songs, playing games and showing visual aids does introduce vocabulary but it is not enough to ensure that a child will retain what he or she has heard.

LM: What tools help children become bilingual?

FT: To ensure that the children don't forget the material covered in class, they should be given workbooks and CD's to use at home.

LM: What are some common misconceptions of parents about their children and bilingualism?

FT: I often hear the question, "When can I expect my child to speak Spanish?" We must remember that learning any skill, whether it is mathematics or golf takes time, and becoming proficient involves many years of study. At the end of a particular session, parents should expect their children to be able to remember and use those words and phrases presented to the children in that session. A good program will provide you with a CD or tape of each session's songs and vocabulary so that the child can refresh.

LM: What are some mistakes people can make when "helping" their children become bilingual?

FT: In households in which at least one parent speaks a second language, in order to build fluency in their child the second language parent needs to speak only that language to the child. Switching back and forth diminishes a child's potential to learn that language and confuses them.

LM: Do you find that there are opportunities to learn second languages almost everywhere, restaurants, museums, television, libraries, etc.?

FT: Yes. A "real-life" opportunity is best if the challenge meets the student's level. For example, unless a student is fairly proficient it may be less stressful to speak English while dining in a five-star Paris restaurant, but ordering simple items in the Louvre cafeteria may be an excellent introduction to conversation.

Experiences that engage a student are more valuable than passive listening. An older child will absorb more from a simple exchange with a cashier or a store clerk than by simply following a museum guide lecturing in a second language. Give-and-take, conversational exchanges exercise a student's mind.

LM: Why is it important for people to be multilingual in today's world?

FT: If you expect your child eventually to be interacting in the international environments their life will be immeasurably richer if they can learn to speak with people from many countries. Since they are associated with international banks, investment advisors, the United Nations, as well as many other organizations, many of our students' parents must be able to use more than one language in their work.

When we travel, in most urban environments we will be able to find at least one person that can speak English. However, most of us enjoy reaching out to more than 20% of the people with whom we come into contact.

LM: Tell us a humorous story about children and bilingualism!

FT: After his second class (which met once a week for one hour) a child traveled to Paris with his family. The father asked everyone what he or she wanted to order. When he got to the child he asked, "How do you say 'strawberries' in French?" The child, who obviously had yet to learn the French word for them said in a heavy French accent, "Straawbarhrees!" ■

Steven Donahue is features editor of Language Magazine. For more information about The Language Workshop for Children, go to http://thibouttechnique.com/newyork.html

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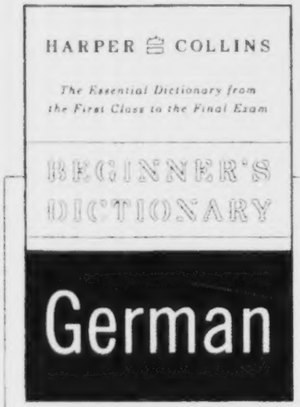
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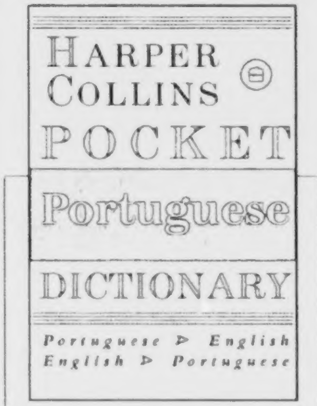
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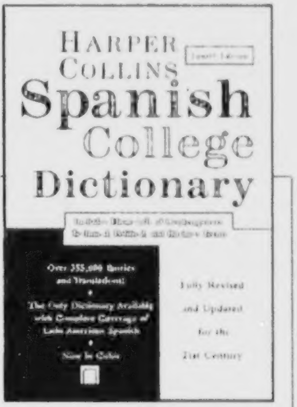
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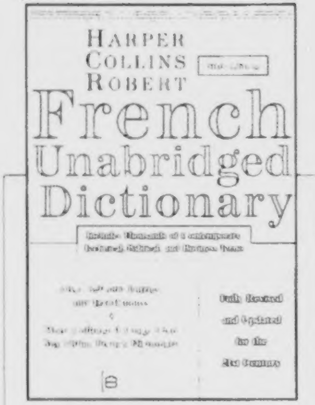
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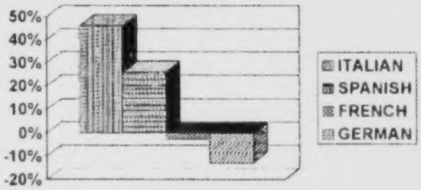
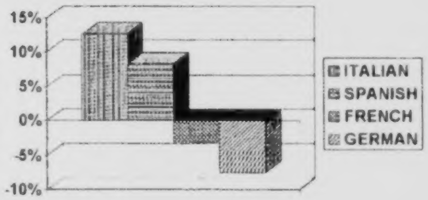
The Italian Influence Spreads in the U.S.

Foreign Language Enrollments in U.S. Public High Schools 1994-2000



Foreign Language Enrollments in U.S. Colleges and Universities 1995-1998



Michael Greto reports on the rapid growth of interest in Italian as a second language in the U.S.

Enrollments in Italian language courses are on the rise in U.S. high schools and universities. In fact, enrollment rates are growing faster for Italian than for any other foreign language, according to a study by the Order Sons of Italy in America (OSIA).

Using the most current data available from the American Council on the Teaching of Foreign Languages (ACTFL) and the Modern Language Association (MLA), the OSIA Italian Language Enrollment Report found that Italian language enrollment in U.S. high schools rose 46 percent in a six-year period between 1994 and 2000 compared to Spanish enrollment, which rose 26 percent; and French and German, which dropped 2.75 percent and 13 percent, respectively.

At the college level, Italian language enrollment increased nearly 13 percent between 1995 and 1998. During the same period, Spanish enrollment rose 8.3 percent while French and German numbers dropped 3.1 percent and 7.5 percent, respectively (see chart).

In 1994, 43,838 American public high school students (grades 9-12) were enrolled in Italian. By the year 2000, enrollment jumped to 64,098 (+46 percent). Between 1995 and 1998, at nearly 3,000 U.S. colleges and universities, the number of students studying Italian both at the undergraduate and graduate levels rose from 43,760 to 49,287 (+12.6 percent).

The biggest surprise is that only 40% of those taking Italian as a foreign language in the United States are of Italian descent, according to a British research study. In Pueblo, Colorado, for example, barely 10,000 of the city's 109,000 residents are Italian American yet all four of the city's public high schools have taught Italian for more than 20 years. This is a direct result of communities finding creative ways to introduce Italian into their local schools.

Around the country, some Sons of Italy chapters and other Italian American clubs and organizations have "adopted" a local school, and send their members into the classroom to teach Italian customs, card games and even the game of *bocce*.

To help interested parties launch Italian programs in their communities, OSIA offers "Start Italian in Your School!" a free how-to kit with step-by-step instructions on how to talk to school officials, lobby the school board, apply for grant money, collect statistics to show student interest in Italian and other useful information. OSIA, the Italian Embassy, and other groups created the kit through COPILAS (Council for the Promotion of the Italian Language in American Schools), a Washington, D.C. organization of school administrators and language teachers that OSIA helped found in 1998. The kit is available on the OSIA Web site at www.osia.org.

Through effective lobbying and advocacy work, U.S. education authorities are beginning to support the promotion of the Italian language in American schools. In Illinois, for example, a partnership between school districts, the Italian government, the State Board of Education and local community groups yielded a line item in the 2002 state budget in the amount of $300,000 aimed at the promotion of the Italian language in schools at various levels.

The increasing interest in the Italian language can be attributed to several factors. Italy's economy is increasingly becoming privatized, providing more American companies with an entrée into the Italian economy. An estimated 7,500 American companies do business with Italy and more than 1,000 U.S. firms have offices in Italy. Conversely, a growing number of Italian companies are opening offices in the United States. Furthermore, Italy is a world leader in graphic design, interior design, fashion and culinary arts. Those pursuing careers in these fields greatly benefit from the knowledge of Italian.

Italian American organizations are working closely with the Italian government to overcome some of the most common obstacles to introducing Italian into the U.S. education system, namely the lack of certified Italian teachers and the absence of an Italian Advanced Placement Program in American high schools. Joint scholarship and exchange programs for students and teachers of the Italian language are doing much to help create a pool of certified Italian teachers. In addition, the establishment of an Advanced Placement program in Italian, which is currently under review by the College Board, would place Italian on a level with other commonly taught foreign languages. The program would also reward meritorious high school students with university credit, providing a valuable incentive to continue their Italian studies at the university level. ■

Michael Greto directs OSIA's youth and Italian language programs at the organization's national headquarters in Washington, D.C. The OSIA is the oldest and largest national organization for people of Italian heritage in the country. Founded in 1905, today it has 575,000 members and supporters and a network of 700 chapters throughout the U.S.

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COUNTING OUT TIME

Kevin Revolinski experiences oral tradition firsthand during his conversation with a Maya Daykeeper in Guatemala

Armando climbed before me. He had a gentle look about him and a meek smile. I appreciated him taking the time to talk to me about his culture and language. He believed the only way for me to truly understand would be to walk among the places to which he referred. His world and his language were inseparable.

His small village was thirty minutes outside Quetzaltenango among cornfields and dramatic green mountains that periodically disappeared into the mists of the Guatemala highlands. He took me to a great hill and we began to climb.

"The anthropologists say that we have many gods. This is not so. We have only one." He grimaced at the word I had used, *sacerdote*, priest. I corrected myself with one of the few K'iche words I had picked up from one of those same anthropologists: *ajq'ij*, which means daykeeper, and he smiled.

Armando wanted to be sure that what I knew represented his culture and religion. "For us there is only one god, *el Ahau*. Everyone speaks of the corn god, or the god of rain, but this is not so. These are signs of *el Ahau*." He explained that some day I might witness a ceremony and hear them invoking three people. *Tat*, *nan*, and *huatit*. These three K'iche words signify father, mother, and grandmother, respectively.

El Ahau acts first as a father figure, he protects us and we are his children, Armando said. "But the earth is our mother and just as our own mothers suckle us, the land provides us with food. And finally, there is the wisdom of our grandmothers. We associate *huatit* with the moon because the moon is white like the hair of our grandmothers." He pointed out that the moon itself was not a god, but rather a sign of god like all things in nature.

Some people have difficulty understanding the three roles of *Ahau*, he said. I pointed out that anyone unfamiliar with Catholicism might consider it to be polytheistic at the first mention of there being a Father, Son, and Holy Spirit. But the three symbolize one.

He continued to explain the role of the *ajq'ij*. The *ajq'ij* serves the people in their relationship with the complex Mayan calendar. Armando emphasized that these guides ranked at the bottom of the community as servants. In practice, I thought, they enjoyed some prestige in that so many people came to them for help. There are some that go to them to seek the failure of an enemy or a curse on someone's crops, but Armando

Armando (below) is a deeply spiritual man in a country that still has ties to its ancient past (above). Photos: Kevin Revolinski

> "On the day *Tz'i'*, which means 'dog', one can pray for justice. The recepient asks for wisdom on the day of *N'oj* (thought). However, *Imox* is a negative day. *Imox* means 'left.' You cannot ask for things on this day. It is a good day to attack your enemies."

maintained that this is not their religion. "This is what the Spanish call "brujeria" (black magic)."

There are 20 day names, he told me. Because we all have 20 digits on our hands and feet. The system is based on this number. There are also 13 day numbers; 13 for the 13 major junctures in the human body: two ankles, knees, hips, shoulders, elbows, wrists, and neck. Every day features a name and number combination that go through the two lists until the same first number and first name are reunited after a cycle of 260 days. Each day has its own personality and on that day certain types of ceremonies or prayers can be performed.

On the day *Tz'i'*, which means "dog", one can pray for justice. The recepient asks for wisdom on the day of *N'oj* (thought). However, *Imox* is a negative day. *Imox* means "left." You cannot ask for things on this day. It is a good day to attack your enemies.

We came to the top of the hill where the altar was. Two large stones looked out over the rich farmland and mountains. His village was far below us. There was a third stone, tall and symmetrically cut like a headstone for a grave. Armando told me the stone was placed there by the evangelicals. "It is their attempt to stop us from praying here," he said.

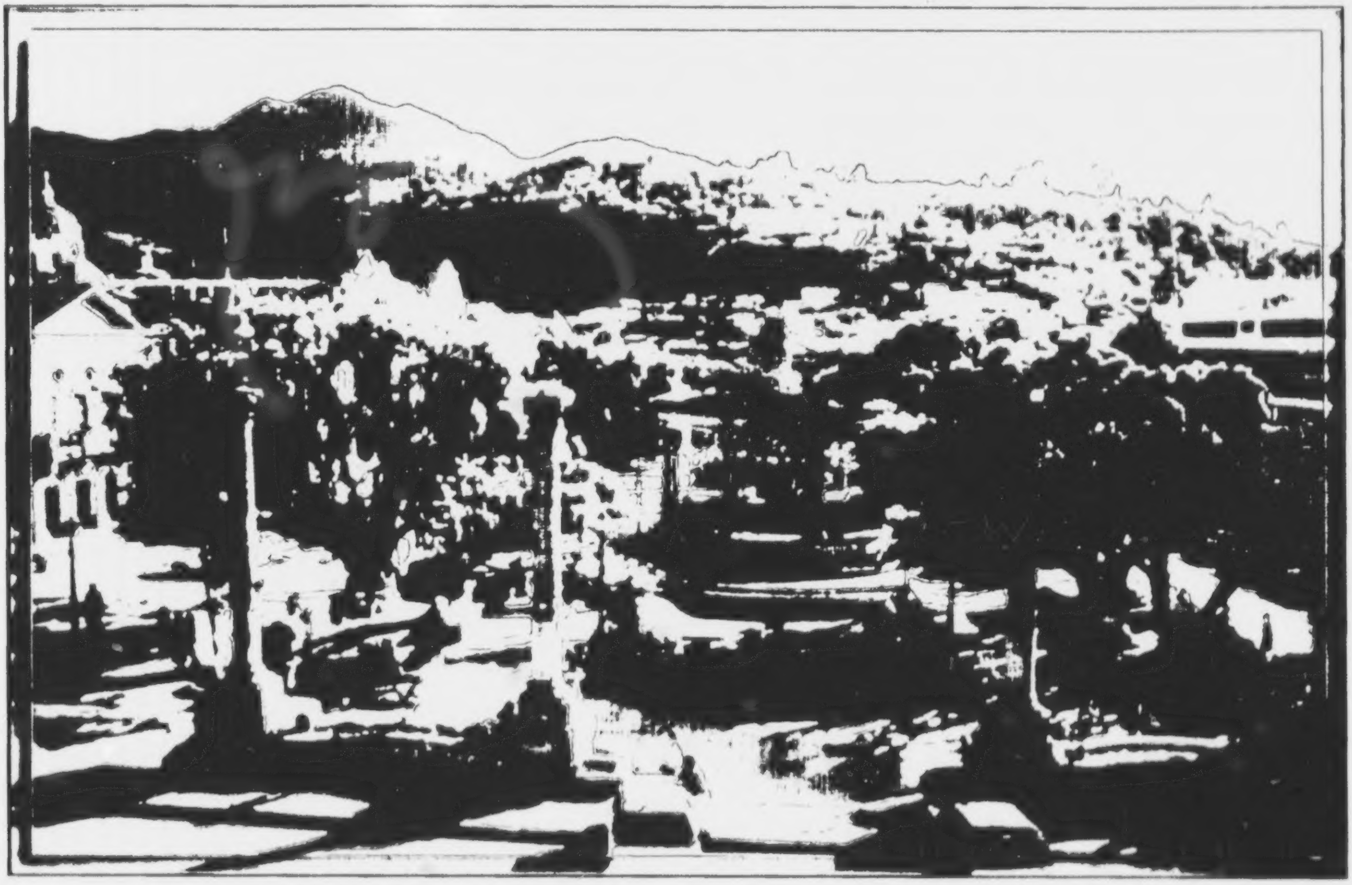
The two natural rocks were the official altars or *ta'bal*. The word signifies both "to listen" and "altar." One can also say *ta'bal utzil* or *ta'bal ki kotemal*. There are three wishes tied to these altars: peace, happiness and listening.

Armando took out two cans of peach juice.from a black bag and we were silent for a moment as we drank. "How old are you, Armando?" I asked. "Twenty-eight," he told me. He explained that he found his destiny to be an *ajq'ij* on that very mountain when he was 14. He heard a deep drum pounding and voices he did not understand. There was no one on the mountain. Nature seemed to be calling him but he resisted and became blind.

The world went dark and for days he had trouble seeing. He got better and went to a doctor who found nothing wrong with his eyesight. But when Armando returned to the mountain he was again stricken by a temporary blindness.

He spent the night on the hill. He was

continued p.30



from p. 29

awoken by the strange noises. The message was: this is your world, your destiny. From that day on he took the path of his ancestors and began to pursue the knowledge of the *ajq'ij*.

"The written word becomes not a living, breathing element of a people, but a portrait of a past that no longer exists. There is an accumulated wisdom, surely, but unlike the oral tradition, it can be stubbornly inflexible."

We rose to leave for the next site. "What do they call this hill?" I asked. "*Qi'eq*," he told me. "The thrown." I was puzzled. "Look," he told me pointing across the way. "That is *La Muella* (The Molar)." It is a former volcano that nearly blew itself apart. "They say that when this happened, *Qi'eq* was thrown across the land to stand where it is today." Armando explained that the ridge *La Muella* was the sleeping figure of a Maya prince with his arms crossed. It took me a minute but then I could see him, supine, open to the skies.

We descended and found another altar. To me it merely resembled a large boulder but for the stains of candle wax and copal incense. But then he showed me the face in the rock. "There is the nose, the eyes, the mouth..."

We discussed the various tragedies in the world and he said, "We are not witnessing the end of the world. There is no hell. The droughts and the famines are from us, not from God." It is our lack of respect and care for nature and for each other that has wrought these things.

I asked him, "Are you Catholic?" He replied, "I am Catholic because it is what our community and my parents are. But my roots are different. I speak to you in Spanish; but this is a language I learned like you. My native language is K'iche."

I asked him where he had been trained. He told me he had learned everything from nature. I frowned. "So there was no guide or teacher, or a book or something?" "No." "And the stories, the rites, you learned these from nature too?" "My parents and my grandparents taught me," Armando replied. I felt ashamed. I was adhering to my own traditions of books and science. Armando was of a tradition of a people of the land and the mountains. Originally, even like the stories of the Bible themselves, this knowledge was passed down from family and tribe members not from some nationwide governing body somewhere that held a book. It was never intended to be static.

The written word becomes not a living, breathing element of a people, but a portrait of a past that no longer exists. There is an accumulated wisdom, surely, but unlike the oral tradition, it can be stubbornly inflexible. We returned to the fields of his village where I took a picture of him surrounded by his land, people and life. ■

Kevin Revolinski is a writer, teacher and traveler currently living in Central America. His articles have appeared in *Language Magazine*, *Student World Traveler* and *Revue* and he has taught English in the U.S. and Turkey.

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St. Louis is the personification of middle America and the hub of Mid-western dialects.

SPIRITED SPEECH

Thomas E. Murray describes the factors that have placed St. Louis at the center of a rich and changing mixture of dialect features

Like most dialects in the United States, the one used in St. Louis is distinctive because of a particular combination of features it contains. The combination of features St. Louisans use is especially complex. Linguists have variously characterized it as Northern, Southern, South Midland, or North Midland/South Midland in its orientation. Such a range of classifications can be confusing, but all the major dialect areas of the central United States have contributed significantly to every aspect of the city's language—its pronunciation, grammar, and lexicon.

For example, St. Louisans typically pronounce an *r* in wash and Washington ("warsh," "Warshington"), and routinely use the short *e* vowel of wet in Mary, marry, and merry; both of these traits are characteristics that have historically been linked to the North Midland and South Midland regions. Yet they favor the use of an *s* rather than a *z* in grease and greasy (Inland North/North Midland), and say which without an initial *h*, as in witch (South/South Midland/ North Midland).

In terms of grammar, St. Louisans favor *dove* (Inland North) as the past tense of dive, prefer *want off* and wait on as in *John wants off the bus* and *Mary's waiting on her husband* (North Midland/South Midland). Lexically, St. Louisans tend to eat *string beans* and *corn on the cob* (Inland North/North Midland), dispose of *pits* from their cherries (Inland North) and *seeds* from their peaches (South/South Midland/North Midland), carry groceries in *bags* (Inland North) and water in *buckets* (South/South Midland.

Large-scale surveys of the language used in St. Louis have identified the city as primarily an Inland North/North Midland speech island that exists in a sea of sharply contrasting Southern and especially South Midland forms. Though speakers living just outside the greater metropolitan area, in rural Missouri and Illinois, tend to sound more Southern/South Midland, those living in the city and its various suburbs usually sound more Inland Northern/North Midland. So, why should the dialect used in St. Louis have such regionally diverse roots? And why should St. Louisans favor the Inland Northern and North Midland dialects?

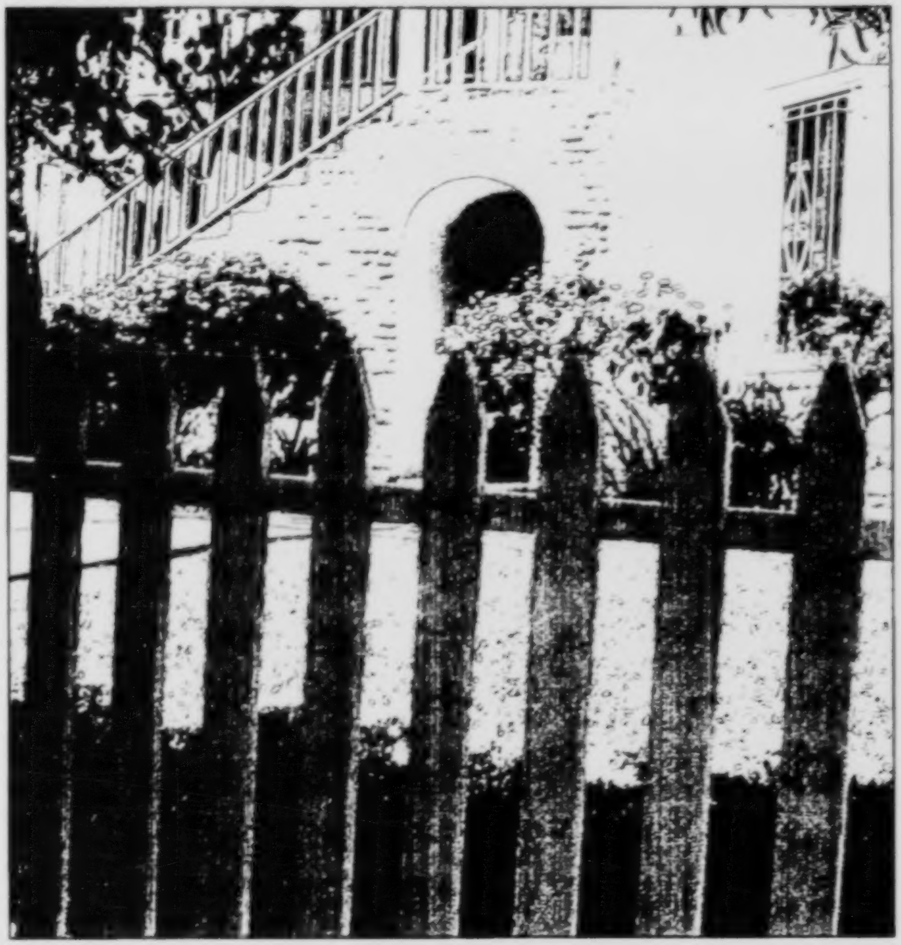
The answer to the first question is relatively straightforward. The speech system used in the Gateway City is largely the product of the various dialects that settlers have brought to the area. Between 1804, when the transfer of the northern section of the

St. Louis Sundae

One unique feature of the language used in the Gateway City is the pronunciation of *sundae*. Elsewhere in the country, the word sounds like *Sunday*, with the final vowel sometimes reduced to a long *e* (thus *sundee*). In St. Louis, however, the final vowel is often articulated as "uh," yielding "sunduh." This pronunciation is much more frequent among older speakers, and in fact is now heard only rarely among the younger generations, though as recently as 20 years ago, *sunduh* was the standard among young and old alike.

This shift suggests that it will probably be obsolete by the middle of the twenty-first century.

What accounts for *sunduh*? No one knows for sure, though it may be linked to the nearly nationwide ban that occurred in the latter part of the nineteenth century against the sale of soda water, lemonade, pastries, ice cream, and the like on Sundays. Why the new treat was called *sundae* is also unclear; the word, dating to 1897, probably derives from Sunday. ■



St. Louis is a city rich in tradition both in languages and home life.

> "Large-scale surveys of the language used in St. Louis have identified the city as primarily an Inland North/North Midland speech island that exists in a sea of sharply contrasting Southern and especially South Midland forms."

Louisiana Purchase occurred there, and about 1850, most of these people came from states in the South and South Midlands, especially Kentucky, Tennessee, Virginia, the Carolinas, and Maryland. Between the end of the Civil War and about 1900, however, they tended to have their roots in the Inland North and North Midlands, primarily Illinois, Indiana, Ohio, Pennsylvania, and New York. In 1900, a heavy infusion of (mostly African American) settlers came to the city from Mississippi, Alabama, and Georgia as part of the great southern exodus following Reconstruction.

The vast majority of the people who moved to the area represented third, fourth, and higher-generation New World families, most of whom had already abandoned their ancestral languages in favor of English.

Of course, thousands of first and second-generation immigrants also came to St. Louis, beginning with the French, who founded the community in 1764 and named it for their former king, Saint Louis IX. Then came the Spanish, who dominated the area until France sold the Louisiana Purchase, including all of present-day Missouri, to the Americans. The nineteenth century brought the Italians, Czechs, Poles, Scotch-Irish, and Pennsylvania Dutch Germans.

It was generally true that immigrants who traveled to the New World before the American Revolution clung to their Old World identities and lifestyles. Only about 1820 did the European newcomers become so swept up in New World nationalism that they willingly abandoned their ethnic identities. For these immigrants, assimilation into the language and other cultural traditions of their new country occurred very quickly, usually within the first or second generation.

Predictably, the two kinds of immigrants who found their way to St. Louis had little linguistic impact: those who were already settled in the country's melting pot simply brought the American dialects of their former regions, and those who retained their ethnic identities tended to segregate themselves.

Thus, the Czechs took up residence in the southern part of the city, the Italians congregated in the Southwest, and the Irish, Poles, and Germans lived in various sections

continued p 34

> "People most respect those dialects that are used by the groups of speakers they most respect. The dialect has, in short, become the basis of what most Americans consider to be "standard English."

from p 33

ous section of the North. The African Americans in St. Louis have always tended to congregate in the inner city, though since about 1980 they have come to dominate the northern part of the greater metropolitan area as well.

The answer to the second question, why St. Louisans should favor the Inland Northern and North Midland dialects rests on one of the most basic truisms of linguistics. People most respect those dialects that are used by the groups of speakers they most respect. The dialect has, in short, become the basis of what most Americans consider to be "standard English."

> **Living languages change over time to meet the needs of their users.**

But the complete answer to the question has been reinforced greatly by St. Louisans' strong psychosocial aversion to sounding like a "hoosier" when they speak. Hoosier, with the meaning 'hick; hillbilly,' is common throughout much of the South and South Midlands; in St. Louis the term is especially pejorative. And "hoosier language," to a St. Louisan, is anything reminiscent of the specific blend of dialect features, especially pronunciations, found in the Ozark Highlands of southern Missouri, southeastern Kansas, and northwestern Arkansas, where South Midland and Southern speech forms prevail. They have also adopted those dialects merely to avoid the stigma of sounding too rustic or uneducated.

When I completed a large-scale survey of the language of St. Louis in the early 1980s, I found that the city's speakers preferred Inland Northern and North Midland speech forms. But another basic truism of linguistics is that living languages change

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"They have also adopted those dialects merely to avoid the stigma of sounding too rustic or uneducated."

over time to meet the needs of their users. Early in the twenty-first century I replicated the study to determine how the Gateway City dialect had shifted over the previous generation. I wanted to know whether it had become significantly more or less like the Inland North/North Midland standard.

What I found was certain usages had actually shifted away from that standard (see the sidebar on the "ar" pronunciation of fork and other words). The language of St. Louis has become much more Inland Northern and North Midland and less Southern and South Midland in its orientation. For pronunciation, the increase was some 32%; for grammar, 33%; and for the lexicon, 19%. Inland North/North Midland features are being used by more St. Louisans now (and South/South Midland features are being used by fewer St. Louisans) than a generation ago. ■

Resources

Reliable non-technical descriptions of the language of St. Louis do not exist, but see Thomas E. Murray's essay on the subject in Timothy C. Frazer, Ed., *"Heartland" English* (University of Alabama Press, 1993, chapter 8). Chapter 20 in William Labov, Charles Boberg, and Sharon Ash's forthcoming *Atlas of North American English* (Mouton de Gruyter) also contains a thorough accounting of the city's pronunciation system. For more on the socio-cultural and historical development of the Inland Northern dialect as "standard English," see the essays by Thomas S. Donahue and Timothy C. Frazer in Frazer's book cited above (chapters 3 and 4, respectively). And additional information on the dramatic shift of the language of St. Louis over the past 20 years toward the Inland Northern/North Midland standard can be found in Thomas E. Murray's forthcoming article in the professional journal *Language Variation and Change*.

Thomas E. Murray is Professor of English at Kansas State University, Manhattan, KS.

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CONFERENCE REPORT

Losses and Gains in Translation

Brian Kluepfel reports from "Translation and the Reproduction of Culture" conference, held last month at The University of California Irvine

The three-day event was the twenty-first annual conference of the Western Humanities Alliance, a group of twenty western United States universities. Featuring an array of topics and panelists from many of the West Coast's prominent colleges, the weekend addressed a primary concern of any translator: what is being lost, and what is being gained, when a text goes from one language to another.

The conference featured two films in addition to the 20 panel discussions, and kicked off with an address by renowned Kenyan expatriate writer Ngugi Wa Thiong'o, author of *A Grain of Wheat* and *Decolonizing the Mind: The Politics of Language in Africa*, the Director of the International Center for Writing and Translation and a Professor in Comparative Literature at UC-Irvine. [Thiong'o, whose works have been translated into over 30 languages, was successful in his effort to have the University of Nairobi establish the departments of Language and Literature, with African languages, rather than English, at the core, in 1968.]

"The conference was a considerable success," said UC Irvine's John Smith. "The new International Center for Writing and Translation is in its initial stages, so the topic of translation had considerable resonance among local faculty." Smith called Pakistani playwright Shahid Nadeem's comments on translating the work of Bertolt Brecht for the political context of Pakistan "most interesting."

Language Magazine spoke to representatives of the University of California-Berkeley who attended the conference. Lee Roberts, a graduate student in the German Department who spoke at the Intertexualities panel, talked about the effect of translating from Russian into German.

Roberts, who lived in Germany for three years, said "What I am talking about is the translation of things into other cultures, particularly the affect of German opinion on Russia through Russian translations and critiques published in Germany. I'm also discussing how translation is not as close to the original as one can prove is possible. Translation is interpretation," he said.

Roberts used the example of Dostoyevsky's classic *Crime and Punishment* to

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Renowned Kenyan writer Ngugi Wa Thiong'o (second right) delivered the opening address.

prove his point. "There are connotations lost, and in some German translations, the title of the book is even changed to the protagonist's name, implying that it's a character study," said Roberts.

Roberts also said he is asking the rhetorical question, "Who is the translation meant for?" Is it only for an audience who cannot read the original? And what is lost? If poetry is translated, should the translator be a poet too?

Emily Banwell, another student in Berkeley's German department, also addressed the theme of poetry translations in her discussion at Irvine. In addition to translating a discography of Sonny Rollins from Germany to English, she has studied many translations of Rilke. Her presentation was entitled Reformulating Rilke: Translators of Poetry and their Critics.

"Retranslations are always criticized by prior translators," said Banwell. For this discussion, Banwell studied two poems that have been frequently translated, and concluded, "(poetry) is not really translatable. (But) those who are reading in English are better off to read a lot of different translations," she said.

"I'm interested in the conflict between theory and practice of translation," said Banwell. "What you think you're going to do and how it actually works out. There are hard decisions to make, and you have to prioritize what you're going to maintain, be it alliteration, or meter," she said. "There are different parts of poem, and this demands a certain amount of sacrifice."

As noted Irish poet Seamus Heaney said in the introduction to his translation of the Anglo-Saxon epic *Beowulf*, "It is one thing to find lexical meanings for the words and to have some feel for how the metre might go, but it is quite another thing to find the tuning fork that will give you the note and pitch for the overall music of the work...what I was after first and foremost was a narrative line, and I was prepared to sacrifice other things in pursuit of this directness of utterance."

What this conference confirmed is that the decisions of translation will always be difficult, complicated by issues such as time, cultural differences, colonialism, feminism and the like. The great debate about translation continues into the twenty-first century. ■

Brian Kluepfel is a Berkeley-based journalist and writer who has written for over 20 publications around the world. His first children's book, *Anatoly of the Gomdars*, was published by Perfection Learning Corporation in 2001.

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LEARNING IN THE REAL WORLD

Workplace Plus: Living and Working in English 1, Joan Saslow and Tim Collins,
Addison Wesley Longman, Inc, 2001
ISBN: 0130271802

WORKPLACE PLUS is a five level core textbook series which weaves an ESL curriculum into a work context and integrates language skills, work skills and life skills. The textbook is accompanied by a workbook, audiocassettes, a teacher's edition and a special collection of "Job Packs" which provide extra vocabulary and conversations tailored to specific occupations (available for Level 1 and 2 only). Additionally, a "Resource Binder" of reproducible activities and pre- and post-tests are available but were not reviewed. The series starts with the pre-literacy level but the two books that make up that level were not reviewed.

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In addition to the print and audio material, there is a website which offers annotated Internet links with complimentary activities for each unit in the Level 1 and Level 2 books. Most of the links go to authentic commercial or government websites where actual forms and documents can be downloaded for students to read or fill out. There are also links to images and clip art that relate to the lesson topic. This is a great feature for teachers who either have Internet access in the classroom for students to directly access, or who can download the forms and documents at home and bring them to class. For example, Unit Five of the Level 2 book introduces and practices using bus and train schedules. Illustrations in the book are the typical simplified forms that are featured in most books. The resource page at the website, however, provides links to actual transit authority schedules for the San Francisco, New York City, Boston, Dallas, Amtrak trains and Greyhound Bus Lines. The forms and maps can be downloaded as .pdf files for use in your class. While the links seem to be primarily United States links, they provide a starting point for creative teachers who could then search for similar links from other countries. The resource links are a great for any teacher searching for authentic reading material in English and they are already organized by topic.

While the typical experienced teacher will most likely only use the Teacher's Guide for easy access to the tape scripts, there are many grammar tips and suggested activities that even they will find useful. New teachers will benefit from step-by-step suggestions for managing each and every lesson. Actual full-size pages from the book are used instead of miniature versions. Images and conversations in the books and workbooks conform to modern sensibilities featuring women and non-Caucasians in a wide variety of non-traditional roles for the United States context: women auto mechanics, engineers and electricians; and non-Caucasian doctors and managers, etc. The illustrations are in color with a mix of drawings and photos and include modern technology and topics such as email messages, bar codes on supermarket products, and Internet shopping.

As part of the reviewing process, several exercises in a sample unit were field-tested with my Beginning High level adult students. Students generally reacted favorably to the different components of each lesson but were particularly happy with the integration of the conversations and the accompanying audiocassette which features two versions of most conversations: an uninterrupted version and a version with pauses for the students to either repeat the text or respond to the text. They liked being able to hear one side of the conversation and having time to insert their response. They also felt that the introduction of vocabulary using a

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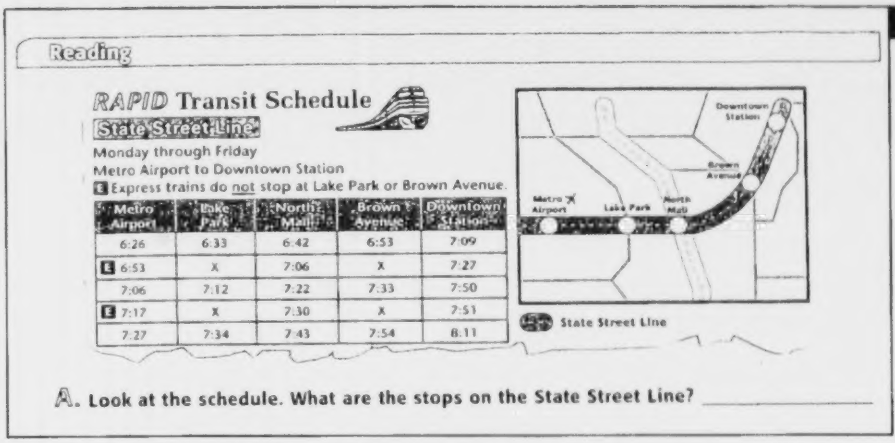

Reading

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E 6:53	X	7:06	X	7:27
7:06	7:12	7:22	7:33	7:50
E 7:17	X	7:30	X	7:51
7:27	7:34	7:43	7:54	8:11

Downtown Station
Brown Avenue
Metro Airport
Lake Park
North Mall
State Street Line

A. Look at the schedule. What are the stops on the State Street Line? ____________

A generic map simplified for an ESL textbook.

"picture dictionary" format with the vocabulary words being heard on the tape was helpful. At the more advanced levels, the introductory lesson is more typically a conversation or illustration. The tapes are very important to the text. Instructors in classroom settings where the tapes could not be used would do better with a different text. I tried to teach a lesson for a level where I did not have the tape to review and found it to be unsatisfactory because many of the lesson components could not be done.

The major issue that a teacher or program would have when deciding whether or not to select this series is whether or not the workplace context is appropriate for a particular program. While the workplace context is fairly general, it is consistent with working conditions and situations in the United States and is present throughout the text so this series would not be appropriate for all learning situations. My students, however, (adult immigrant learners in the middle, low, and extremely low income bracket in Los Angeles, California) felt that the text was very practical precisely because it would be helpful in their everyday interactions in the community and at work. My sense of the overall inclusion of workplace contexts is that they are general enough that even students who are not working will benefit from the competencies practiced. Checking for comprehension, being able to read a help wanted ad, or understanding a receipt are necessary skills for many students, not just working students. Conversely, those teachers who really need a text for a particular occupation can supplement the general workplace language (Level 1 and Level 2) with specific exercises and vocabulary for the healthcare, manufacturing, food services, hospitality, and computer industries.

The website for *Workplace Plus* is www.longman.com/workplaceplus. Click on "Teacher Support Links" for the list of links annotated by unit. ■

Barry Bakin is a Beginning High ESL teacher at Pacoima Skills Center and a Teacher Adviser in the Division of Adult and Career Education of the Los Angeles Unified School District. He has taught Vocational ESL and ESL in the workplace as well as in traditional classroom settings.

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Lessons for the One-Computer Classroom

A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Project #14 "Lost and Found Fliers"

Project number 14 provides good practice describing an object. Students will practice using the verbs "to be" and "to have" in the Simple Present Tense. In this project, students will describe something that they've "lost" and make a flier. This project can be done with a digital camera, but it can also be done with regular photos and a scanner or by choosing an image from Clip Art. This project is appropriate for ESL Beginning Low and above.

Step One—Prepare your model document. Take a picture of something that you've "lost" or use photos from clipart. Insert the picture into a Word document. Under the picture write a description of the object. The model should look something like the illustration. (Remember, the "lost object" can be inanimate too!)

Step Two—Introduce the project to the students. Describe the project in general terms and show the students the model. Review the steps necessary to insert a photo from a file or from Clip Art. (Take the picture using a digital camera. Transfer the image to a folder on your computer using the appropriate method for your camera. Then use Insert/Picture/From File to insert the photo into the document. For Clip Art, use Insert/Picture/From Clip Art. If you have never used Clip Art with the class, introduce the idea of clipart and demonstrate how to browse through the images and insert the selected image into the document.)

Step Three—Students work on their posters. When they bring you the document to check, take a look at the whole page to see if any adjustments or corrections are needed. If not, save it once again, and print it out. If corrections are needed, print out a copy, make notations on the printed-out project and return it to the student. If no corrections are needed, make one copy to give to the student and one to display on the wall. (Create a section on the bulletin board and label it "Lost Items.") Congratulate the student in front of the class and show everybody the completed work.

Step Four—Add a speaking component to the lesson by having students work in pairs or small groups after their posters are finished. Each student in the group explains either their own poster or another poster to the rest of the group. Suggest a role-play in which the person who "lost" the item describes it to a police officer or a clerk at the "Lost and Found." After several students have finished their projects, make extra copies of their papers. Cut the papers in half, separating the photos from the text, mix them up, and place them face-up on the table. Students then have to make pairs. Alternatively, place the separated halves face down on the table and play a

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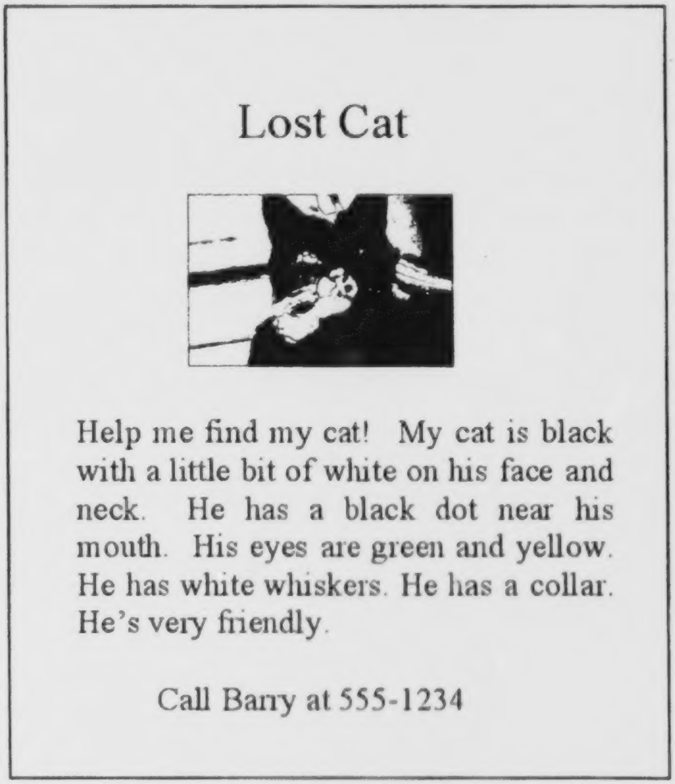

Lost Cat

Help me find my cat! My cat is black with a little bit of white on his face and neck. He has a black dot near his mouth. His eyes are green and yellow. He has white whiskers. He has a collar. He's very friendly.

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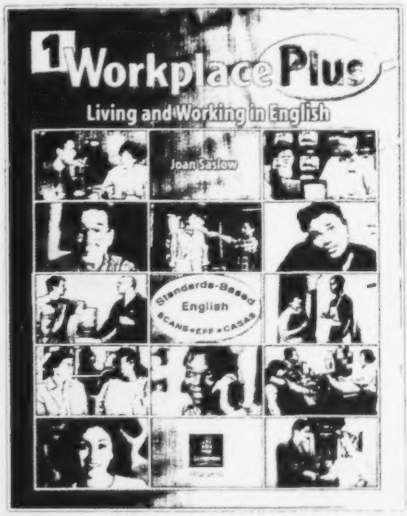
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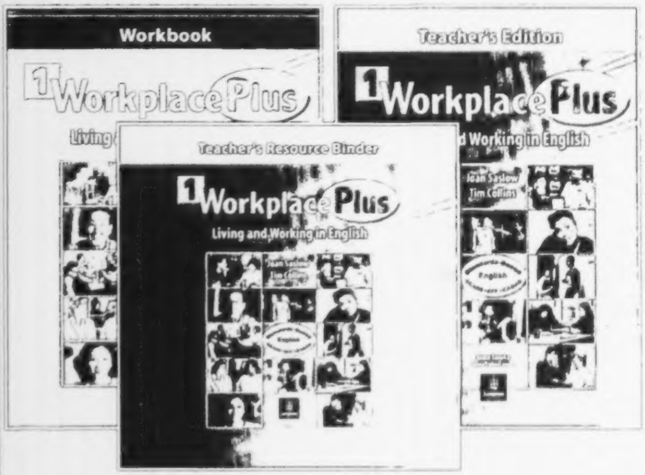
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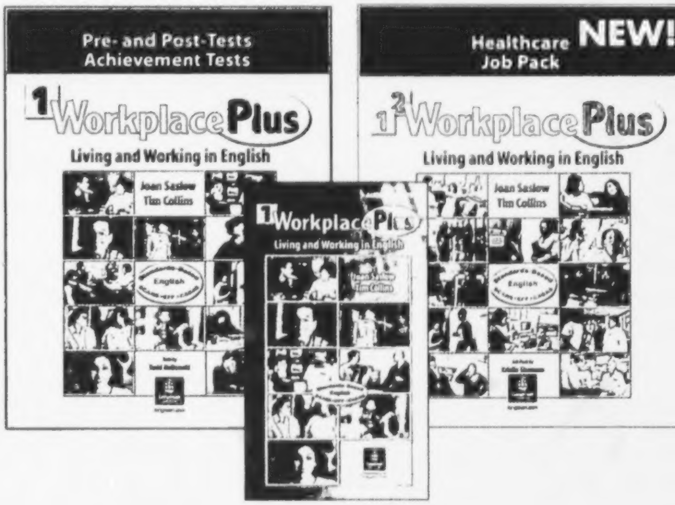
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from p.40

Concentration game, with students turning any two halves over to find matches.

This project can take anywhere from an hour or so to a day or two per student depending on the technical skills of the students. You will want to have another project ready to go for those who finish. Look for Project #15 in a future issue!

Tips for working with computers and beginning students

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.

> "Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow."

- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a new document to help you organize and print out the completed projects. Call the new document "Present Continuous Book". As each student finishes, copy the entire page (Edit/Select All, Edit/Copy) and then paste it into the "Present Continuous Book" as a new page (At the end of the last page use Insert/Break and then pick Page Break. Then use Edit/Paste). This will allow you to print out a complete or partial set of pages without having to open each student's document individually. ■

Barry Bakin is an ESL teacher in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center.

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SUITED TO BOTH serious students and more casual learners of Arabic, Laser Publishing Group's *Language Learning Arabic Deluxe* makes learning Arabic easy and very accessible with creative graphics and plenty of interactive options to keep the user entertained.

This self-paced computer based learning package comes with two CD ROM disks: The "Read and Write" Way CD is designed teach Arabic script and to speak Arabic phrases, sentences and frequently used expressions. What I considered most useful was the animation hints to assist with authentic Arabic handwriting skills. Users also have the option to compare their voice with the native speakers voice to help improve pronunciation.

The second CD in the series is called The "On the Go" Way. This CD covers the essential Arabic needed by those traveling to Arabic speaking nations and includes a companion audio CD for the "on the go" learner/traveler. If you are anything like me and find that the only time you have to spare is when you are sitting in traffic, you will love this bonus CD. There is something very satisfying about using time spent in traffic productively, while everyone else on the road is just pushing their blood pressure up a few points.

Both CDs are simple to understand and use and I recommend them highly for the beginning Arabic student or student who needs a quick review. ■

Alan Kirkpatrick is an aeronautical engineer based in southern California.

Survey Confirms Internet's Value in Education

A NEW SURVEY has found that web-based technology is considered by higher education faculty to be the most effective institutional resource in encouraging student success, outweighing traditional resources such as the library.

Following three years of data collection at U.S. and Canadian colleges and universities, the survey, conducted by McGraw-Hill Ryerson, confirmed that 83% of higher education faculty members believe that web-based technology is a key contributor to student success.

The survey revealed that presently 62% of faculty use web content for course preparation, 56% use the web to supplement textbooks and 51% use the web to ensure up-to-date course content. The use of the web in course preparation, "using up-to-date/current materials", jumped to first place in terms of importance with 91% of faculty ranking it very or extremely important, reflecting the increasing amount of current web-based information available and students' expectations about it being used in their courses. The survey examined more than 1,800 faculty in colleges and universities across the U.S. and Canada.

"The survey shows that there continues to be a consensus among faculty members that the three key factors leading to student success are: course preparation; faculty training, and professional development. The faculty assigned a high degree of significance to the role web-based content, tools and applications played in accomplishing all three," said Henry Hirschberg, president of the Higher Education, Professional and International group of McGraw-Hill Education.

The survey also examined faculty's anticipated future use of web-based technology and found that participants plan to spend more time integrating web content, tools and applications into their teaching and using more web technology in course delivery. 84% expect to spend more time on the web, with 52% very or extremely likely to do so. Regarding emerging technologies, the survey found that 4% of university and college teachers are currently using e-texts and 42% expect to be using them within two years. ■

Living A Language

Diane Goldberg describes three language immersion programs and finds out how they are designed to maximize the learning experience

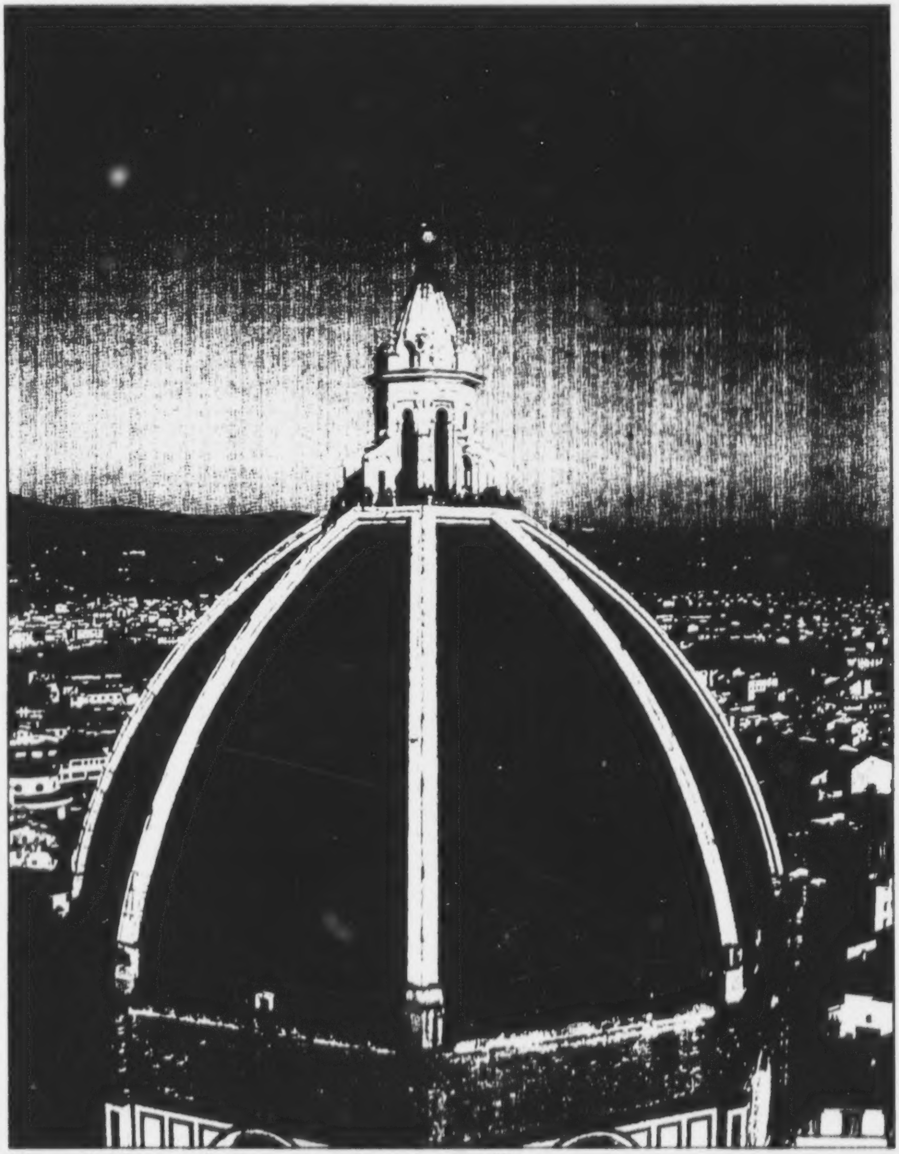
Learning to Smile Russian Style

"Language is the world we consciously live in. Our access to reality is language dependant," says Professor Chernyshov. "Reality enters our mind via linguistic form—linguistic reality is the main reality we deal with."

Chernyshov, who is a professor of linguistics at St. Petersburg University, also teaches Russian at Liden and Dentz—the private language school where I was studying. He devotes much of his time to understanding the impact of language on cultures, personalities and viewpoints.

For most of my life Russia was inaccessible—a mysterious land locked behind the Iron Curtain. Learning the language helped me begin to unlock the "mystery wrapped in enigma." Professor Chernyshov has seen this happen with many students. "When you learn a new language you learn more about your own culture. It's a form of rebirth—I see students regress to a childlike state when they struggle with and then master Russian."

The school provides a curriculum split between grammar and conversational Russian but the conversational Russian course incorporates an understanding of Russian culture into the lesson plan. Students learning about use of the diminutive also learn who uses the diminutive and why. For example, women often use the diminutive to indicate whether an occasion is formal or informal. A woman eating out with friends might ask to be seated "at a little table" immediately conveying the "girl's night out" tone of the event. A businesswoman would not use the diminutive in a work setting.



Piazza del Duomo in the center of renaissance Florence.

New students at the school are grounded in the mores of Russian life. They aren't simply told that Russians don't smile as much as western Europeans and Americans. Through language study and comprehending the nuances of meaning, they grasp what a smile means in Russia and why their own smiling makes them appear odd or untrustworthy to Russians. Professor Chernyshov explains, "To a Russian, a smile indicates great delight. If you ask someone the time and you are smiling the message you give is that you are extremely happy that you do not know the time."

Classes begin at eight in the morning and run through the afternoon. The on-site cafeteria is the scene of studying and Russian conversation. Many students are in their mid-thirties through early forties and choose the home stay option with a Russian family to maximize the language immersion

continued p.45

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experience. Home stay also adds an important dimension of cultural awareness.

Fun with Italian

My school—Leonardo da Vinci—is on a side street near the Piazza del Duomo in the center of renaissance Florence. The lounge is crowded with students chugging espresso and planning expeditions to museums, bars, beaches, and cafes.

The students range in age from their teens to their eighties. Many of them are taking Italian for university credit but the predominate reason is for fun. Fun. Italian is a language that can be learned for fun. The school arranges outings to Tuscan wineries and greets each incoming class with a cocktail party where field trips are planned and home stay expectations are explained.

Classes are half days, beginning with grammar and followed by conversational classes. By the second day even beginners are discussing what they say when they go out and practice conversing in Italian with the locals. Vocabulary is built with the aid of photographs and the instructor relating one student's statements to the next for emphasis. Conversational classes are often jumpstarted with game approaches when the instructor will have each student pick up a theme from the former student and discuss it.

The approach is relaxed. But it is a serious language immersion program and the school makes every effort to arrange home stays with families that do not speak the same language as the student. During the course of the year, the school usually teaches students from fifty different countries. It is important to find a school that attracts students different geographic areas so that primary language use is minimal.

We have less control in an unfamiliar setting using a second language. Language immersion programs can remove the option of discarding a second language by placing the student in a corner where the second language must be employed. Even a serious student has to constantly force the use of the second language.

It's particularly difficult when English is the mother tongue. So many people worldwide speak fluent English that often the independent student will encounter folks who switch to English when it is clear the student is having difficulty or struggling to find a word.

Choosing the home stay option in a language immersion program can escalate the impact of the program. Finding a school where the language you are studying is needed to communicate with other students is also helpful.

DISC
Dizionario
Italiano
Sabatini
Coletti

The predominant reason for learning Italian is pleasure.

Spain's English Language Village

Ex-pat Texan Richard Vaughan, CEO of Vaughan Language Systems in Spain, knows all about language immersion failures. Many students come to Vaughan—who provides English language training to over 3,000 executives and technical personnel in more than 80 companies—having participated in English language immersion programs without attaining the levels of competency that they sought. Some students said they had clustered together with other Spanish speakers outside of class. Many students have had years of non-immersion lessons and are proficient in English grammar but lack the ability to converse at a level essential for their jobs or to understand colloquial English.

In 2000, Vaughan started a unique project. Using articles appearing in Frommer's Budget Travel and other places, he recruited native English speakers with heavy regional accents and a strong sense of adventure to come to Spain for a two-week experiment. Vaughan created an English-speaking village in an abandoned medieval village turned conference center in a remote part of Spain. The village of Valdelavilla is so isolated that the Spaniards couldn't even rely on their cell phones for an escape into their mother tongue.

The theme of the project is to speak English all the time, with participants exposed constantly to English. Each student changes partners hourly during the daily eight hours of one-on-one conversation. At mealtimes four-person tables must include two English speakers. The group takes field trips to area attractions, plays a few games, and throughout the process the Spaniards are bombarded with English.

The learning process is fueled with ample wine at meals and a relaxed social atmosphere. During a field trip to a local restaurant during last November's session, a Spaniard was mistaken for an Anglo and the waiter spoke to him in halting English to make the "foreigner" feel comfortable.

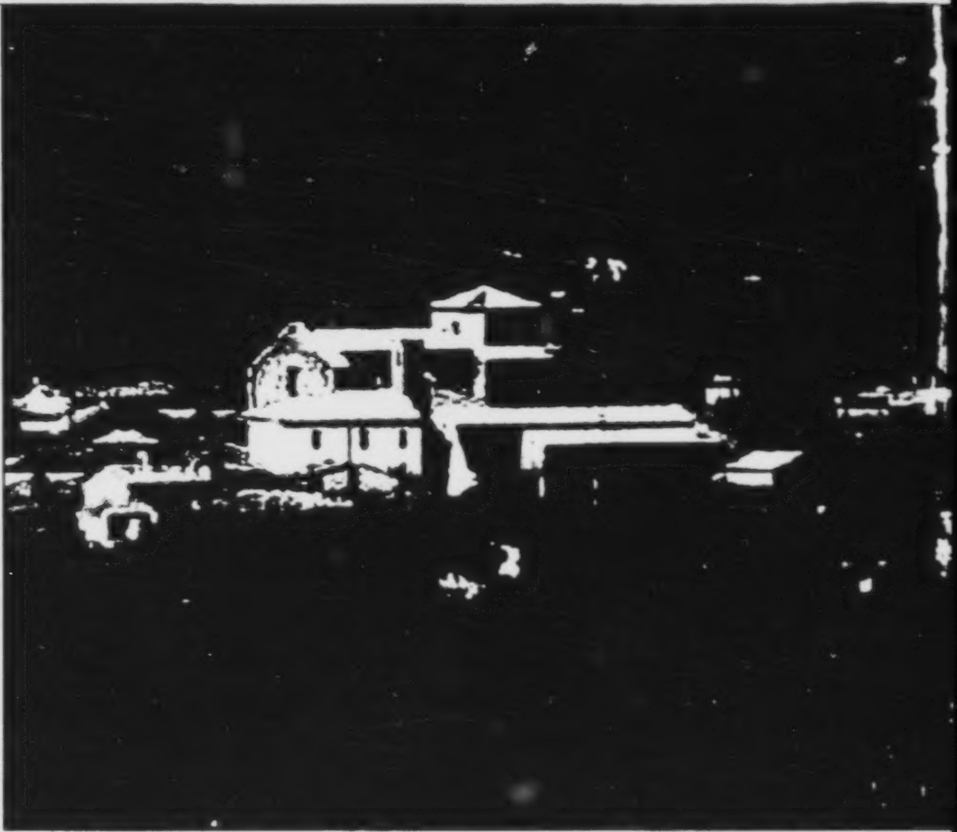
Some Common Threads

What seems to emerge from these three examples of language immersion programs is that immersion works wonders for students at any level of expertise. Because immersion in a foreign tongue is such a revolutionary process for students, they tend to seek refuge in their mother tongue at moments of stress. It can also be observed that language programs often mirror the culture of the language being learned. In Russia, language study is intense and serious with philosophy riding shotgun during the journey. Learning Italian is a little like falling in love, exciting, fun, and provocative of fits of giggles. And perhaps English may be best force-fed with a lot of creature comforts and no escape routes. ■

Diane Goldberg, a former Hebrew teacher, is a member of the International Association of Food, Wine, and Travel Writers.

ITALY

Adrian Bridgwater spent a year in Rome discovering the delights of the Italian language and a pizza or two



The city of Orvieto, Italy. Photo courtesy Lingua Si , Istituto di Lingua e Cultura Italiana

Italian looks like a strange proposition for English speakers as almost every word ends in a vowel. But it soon feels quite natural as you get used to the 'bounce' of the language. In fact, English starts to feel quite flat by comparison and the compulsion to start ending your English words with an 'o' an 'i' or an 'a' becomes somewhat irresistible.

I began Italian classes and my teacher Signora Valeria insisted on speaking only Italian. I started to get to grips with the language and feel more at home. A good thing too, as my landlord, one Signor Michele (pronounced Mick-el-ay) insisted on collecting the rent personally every month and staying for an hour's chat on each visit. While I had primed myself with useful phrases for the garage, supermarket and bakery, I really hadn't prepared myself for conversations about female Italian Nobel prize winners! But necessity breeds aptitude.

Italians are proud of their language and I made a few slip-ups that taught me to think carefully before blurting out an approximation rather than the correct term. Probably the most heinous, and most foolish of my mistakes was to order 'uno pizza' one evening in a restaurant near the Coliseum. The waitress looked at me in horror and shrieked, "Una pizza! Pizza e feminine!" From that point on, I was a bit more careful. I often wondered if people fluent in two or more languages actually think in the particular dialect they are using at any one time. I now believe that they do. Over a period of time, if I saw a ticket machine with the word *guasta* taped to the front of it, my brain eventually just said *guasta* and I went off to look for another—at no point did I think "broken".

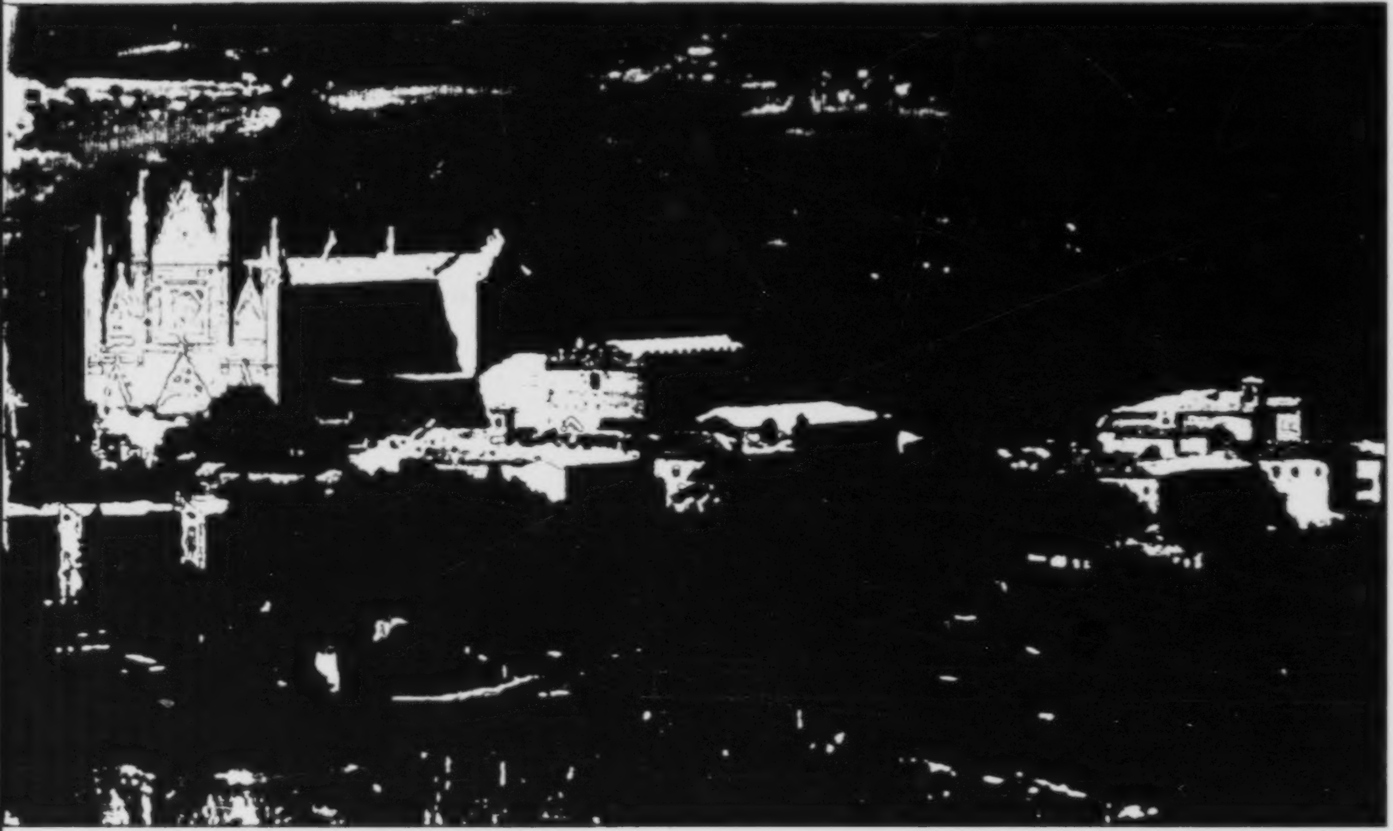
Learning another language is all about pronunciation. My epiphany came when Signora Valeria informed me that if she heard me on the telephone she would assume I was a local.

But it's hard work when you live as a local—even buying a cup of coffee can be an episode in diplomacy. Why do you live here? What kind of work do you do? What do you think of Italian coffee? Italians are a naturally friendly and inquisitive race so you had better be prepared for a chat.

After a year in the country you begin to realise that some things just sound better in Italian. *Carabinieri* sounds a lot nicer than "military policemen" and *motorino* just sounds so much better than "motor scooter". With this melodious chime to enjoy, even trashcan starts to sound good.

Being an Englishman I'm more than just a little fond of a drink—and nobody ever goes thirsty in Italy. I'm somewhat ashamed to advocate this technique, but there's nothing better for loosening up your inhibitions and discovering your vocabulary is wider than you thought, than having a few glasses of vino with the locals. I've whiled away many pleasurable afternoons in the cantinas of Frascati and Marino talking a fair degree of nonsense. The trouble comes when you've run out of your normal stock phrases

> "Italian is a hugely enjoyable language to speak and to listen to. If you are considering trying to learn Italian I will give you one piece of valuable advice. Throw yourself in with both feet first and use plenty of gesticulation and intonation—the more you do so, the better your pronunciation is likely to be and the more fun you'll have."



An Italian Education

to describe your nationality, family and occupation—then you really have to start talking.

But once you're under the skin of the language you can start to reap extra dividends by using this knowledge to be more inquisitive. Rome has many food markets that operate all year round religiously selling only what is in season. Being able to ask, "How do I cook this?" and understand the reply opens new doorways in terms of appreciating the Italian way of life.

Italians are fiercely proud of their delicious cuisine and vibrantly fruity wine so when you understand this aspect of the culture, you gain a new control over the language. You might be able to order a bottle of something "nice" in the U.S. or the U.K., but in Italy if you can't give it a name you don't deserve to get a glass.

One particular afternoon I got into a conversation about the drain covers in Rome, which still carry the inscription "SPQR" meaning Senatus Populus Que Romanus—the Latin phrase celebrating the democracy of the senate and the people of Rome. It could just as easily have been cheese, car maintenance or the government —café talk in Italy evolves from one subject to the next with a kind of careless abandon no phrasebook could ever prepare you for.

Having an easily translatable name helps—my name Adrian converts nicely to Adriano, but if you're called Nathaniel or Zachary you might want to use a nickname. The Italians will expect you to be able to speak at least a modicum of their language and will help you if you falter. As with any language, the trick is to think about what you're going to say before you say it and think about what the reply is likely to be. Useful phrases such as *parlo picollo Italiano*—"I only speak a little Italian" are invaluable.

Italian is an all-consuming language. Five years after leaving the country I've taken trips to both France and Spain and made admirable attempts to be able to count, order food and ask directions in both French and Spanish. Despite my best efforts, the barmen and waiters of Paris and Seville remain convinced that I am Italian. I simply can't shift the accent when trying to convert to another European language—quite worrying really when it is not my native tongue in the first place.

Italian is a hugely enjoyable language to speak and to listen to. If you are considering trying to learn Italian I will give you one piece of valuable advice. Throw yourself in with both feet first and use plenty of gesticulation and intonation—the more you do so, the better your pronunciation is likely to be and the more fun you'll have. ■

Adrian Bridgwater is a freelance journalist based in Surrey, England. He has lived overseas for ten years in Europe, the Middle East and Africa.

Exploring Italy

Although you can study Italian in one of the major cities, many students choose to attend a school in one of Italy's smaller towns. **Emiro Molina** describes some of the choices available

"Whether you go north, south, east or west, it's impossible not to fall in love with the towns and villages of Italy. One such town is Orvieto, located in the province of Umbria in central Italy, near Tuscany and Latium. No matter which direction you reach Orvieto from, the view you enjoy is always amazing as it is situated on a cliff.

Orvieto is a great place to study the Italian language and culture. It's a small and charming town—a long way from the chaos and frenetic rhythms of big cities. It's easy to make direct contact with the local people and to learn a lot about the way of life, the culture and the history of the town.

Walking through Orvieto, you will come across traces of three thousand years of history. The earliest evidence of life dates back to the Iron Age. Later, the mysterious Etruscans founded the town of Velzna, which developed between the 7th and the 3rd century B.C. The city was destroyed by the Romans in 264. B.C. Underneath Orvieto, there is a subterranean world of wells, caves and tunnels—over 1,300 of which have been discovered to date. Some of these mysterious subterranean sites such as the oldest part of the Pozzo della Cava, were excavated by the Etruscans.

Orvieto is home to a number of churches from various eras and charming narrow alleys. The Cathedral (1290 – 1590), with its wonderful façade is undoubtedly the most famous and spectacular building in the town. At the end of the 13th century, the period of greatest economic power and political stability in Orvieto, numerous important buildings, such as the Palazzo del Popolo and the Torre del Moro, were erected. Finally there is a real jewel hidden underground in an outlying area of the historical district: the well, known as Pozzo di San Patrizio, featuring two spiral staircases designed by Antonio Sangallo the Younger, an architect from Florence.

The link between Orvieto and its wine is very old—it was known as Oinarea, a Greek name meaning "the town where wine flows". It seems that painter Luca Signorelli asked for 1,000 liters of wine per year for himself and his colleagues to paint the frescoes of the Chapel of San Brizio!

Down in the south of Italy, in a magnificent position between the Gulfs of Sant' Eufemia and Gioia Tauro, stands Tropea, one of the most picturesque and artistically interesting centers in the Province of Vibo Valentia. Tropea has very ancient origins—the area has conspicuous traces of prehistoric settlement and evidence of Greek and Roman presence. From the 8th century AD the town was a bishopric, but was later conquered by the Arabs, Normans and Aragonese. Tropea is a flourishing seaport and resort. The town also has one of the prettiest and best-preserved historic centers in the region with an 11th century Norman cathedral, the churches of St. Francis of Assisi and Santa Maria della Neve, as well as the highly fascinating church of Santa Maria dell'Isola, that stands on a small finger of land projecting into the sea. From the terrace where the oldest part of the town lies, the clear and extraordinarily blue sea breaking on splendid cliffs trimmed with white beaches and indented with coves, can be admired: all around. The town's craft production and cookery are also noteworthy, especially since the town is known for its seafood tradition. ■

Students studying work at a language school in Orvieto. Photo courtesy Lingua Si , Istituto di Lingua e Cultura Italiana

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Adventure Of A Lifetime

Learning a new language can be very rewarding. Studying a language while surrounded by native speakers is probably the best experience of all, explains **Mark Franks**

For any American, the opportunity to study in Europe is an unforgettable experience, so it might seem somewhat churlish to weigh up the pros and cons of different countries. However, every European country has a distinct character and having an idea of what to expect before you travel can make a real difference. I have been lucky enough to study in both France and Spain. Although they share a border and are both considered 'Latin' countries, my experiences of the two countries are very different, whilst equally rewarding. From what I have seen, there are also significant regional differences within both countries, which render sweeping generalizations inadequate. Nevertheless, there are some basic national characteristics worth taking into account.

Studying in France

We all know that France is a beautiful and extremely civilized country, but there is a general misconception that the French are unfriendly and arrogant. In my experience nothing could be further from the truth. There is no doubt that the French are proud of their nation and their culture, but they also embrace American culture from 'bleu jeans' to 'rock'n'roll'. At every university you find the so-called 'baba cool' contingent who look like they have been transported from the Berkeley of thirty years ago.

The French are undoubtedly proud of their culture and language, and concerned about the gradual incursion of English into their language, so it is very important to them that you are studying French and attempting to communicate in the language—this affords you special treatment. Although English is not as widely spoken in France as it is in other northern European countries including Germany, it is still understood in many areas. Over the years, the French have become more accommodating towards those who do not speak *la belle langue*. Of course, you may not want to communicate in English at all, but sometimes it is necessary, especially when you first arrive. Any knowledge of French history or appreciation of its art and literature will also endear you to its people.

Most people who know France, including the French, agree that the greatest regional divide is between Paris and the rest of the country. Napoleon was very successful in centralizing bureaucracy in Paris, so even today, your provincial library card may have to be processed in Paris and train routes revolve around the capital. Parisians, like the residents of all great tourist destinations, may seem unfriendly towards foreigners at first. It takes a lot to impress them, but if you are looking to learn French in a vibrant, multicultural atmosphere, then it is worth persevering. Remember that there are thousands of foreign students, including plenty of Americans, in the city, so you have to avoid the trap of hanging out only with

Students enjoy a moment together at the La Plaza de Babel in Spain.
Photo: Courtesy La Plaza de Babel

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your compatriots. A good compromise is to live out in the banlieues (suburbs), where rents are much cheaper and there is more of a community feeling, especially in areas with large North African communities. Thanks to Paris' efficient and relatively safe Metro and RER subway train network, the center of town is rarely more than 30 minutes away from anywhere in the suburbs, so enjoying downtown nightlife while living in a real community is a practical proposition. Living and studying in provincial France lives up to its reputation of a dream-like existence. The countryside is magnificent, the food is to die for and the people believe in taking the time to get to know you. Agriculture is still the backbone of this modern economy and farmers still wield enormous political power, so country life has not been spoiled by the demands of industrialized society. Cities like Tours, Aix-en-Provence and Grenoble are popular destinations for language students, yet still retain their intimate charm. The people of Tours, southwest of Paris, are said to speak the best French in the country and it has some of the most beautiful architecture in Europe, including the gothic Saint-Gatien Cathedral. Located just north of Marseille, in the south of France, Aix-en-Provence is small enough to get to know in a few days, and is ideally located for exploring the French Riviera. Its university was founded in the 15th Century and this educational tradition has continued, as evidenced by the number of students to be found outside the cafes of the tree-lined Cours Mirabeau on any evening.

Grenoble is another renowned educational center with an even older university, dating back to the 14th Century. Situated in the Alps, less than a hundred miles from both Switzerland and Italy, this city of 150,000 people is unmistakably French, yet is flavored by its proximity to these neighboring countries. Like most cities in the provinces, social life is based around dining and outdoor activities (Grenoble hosted the 1968 Winter Olympics, so skiing is essential!).

Wherever you choose to study in France, you will find interesting and intelligent people who are prepared to take the time to share their opinions and listen to yours.

Studying in Spain

It is not surprising that Spain is one of the most popular destinations for language study. Not only is Spanish in great demand, Spain's climate is wonderful, its people are very welcoming and it is affordable by European standards. Spaniards live to be sociable—on the street, in cafes, bars, wherever—nowhere in Europe will you find more outgoing people. English is not as widely spoken as elsewhere in Europe, so total immersion in the language begins as soon as you arrive. Spain has devel-

continued p 52

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from p.51

oped very quickly over the last 25 years, becoming much more integrated with the rest of Europe since the demise of Franco and his dictatorship. Despite this, the country has retained its national character and its autonomous regions have been encouraged to develop their own identities. There are considerable regional differences in language and culture, which should be taken into account when deciding where to study. Unlike France, where the capital dominates, Spain's two major cities, Madrid and Barcelona, compete for the number one spot. Barcelona is an ultra-chic city on the Mediterranean and the capital of Catalonia, so Catalan is an official language as well as Spanish. Although Catalan is widely used, Spanish is spoken by nearly everyone and there is no need to worry about linguistic confusion. Barcelona is the design and fashion capital of Spain with awesome architecture and legendary nightlife to match.

"There are daily sailings to the Balearic Islands from Valencia's port, so weekend excursions to the crystal waters and crazy nightclubs of Ibiza and Formentera are a popular choice among our students."

It's all smiles at the La Casa de Idiomas in Valencia, Spain. Photo: La Casa de Idiomas

Catalan is also spoken to a lesser extent in Valencia, a few hundred miles down the coast from Barcelona. Valencia is a lively and attractive city with a wonderful sunny climate and long sandy beaches in the city itself and 15 minutes to the south of the center. With this privileged position on the Mediterranean coast, sporting activities for the more adventurous students include sailing, windsurfing and scuba diving, while trips are also available inland to some attractive, little-known locations tucked away in the nearby mountains of Aragon. There are daily sailings to the Balearic Islands from Valencia's port, so weekend excursions to the crystal waters and crazy nightclubs of Ibiza and Formentera are a popular choice among our students. The recently inaugurated 'Science Park', with its science museum, planetarium and aquarium is one of Calatrava's architectural marvels, and fast becoming a major attraction. With a population of just over three-fourths of a million, Valencia is not a small city, but it is very easy to feel comfortable there. The hospitality of the Valencianos is proved every year during their festival in March, Las Fallas, when the population swells to about 3 million for the week-long party.

Spain's capital Madrid is also the home of Castillian Spanish, although it is no longer officially part of Castille and now forms its own autonomous region. Situated right in the center of the country, the city has grown into a thriving international metropolis with all of that you would expect from one of the world's great cities, including stunning museums, beautiful parks, grand boulevards, exquisite restaurants and the ubiquitous Spanish nightlife. Despite the bustle and traffic, Madrid is still a very friendly city with neighborhoods based around local markets and makes the ideal language study destination for the more adventurous student.

A quieter alternative to Madrid is Leon to the north west of the capital. It is a relatively small town (about 150,000 inhabitants), so it has fewer of the problems of big cities, though it can still offer variety. It is a town with a long history, an amazing old city center and important monuments, all tied in with a modern look.

It is located in a province with wonderful and varied landscapes: mountains, plateaus, and, less than two hours away, the extraordinary beaches of the Cantabrian Sea (Gulf of Biscay). Leon is a language study destination worth considering.

Studying the language of your choice in Europe is the opportunity of a lifetime. Wherever you go, immerse yourself in the culture, make friends with the people and enjoy. And, on your return, start planning your next trip! ■

Mark Franks is a language training consultant based in New York

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The London Language and Culture Learning Show, November 1 - 2, 2002
• Novotel London West Exhibition Centre, Hammersmith, London England

TESL Ontario Conference 2002, ***November 21 - 23, 2002***
• Toronto Colony Hotel, Toronto, Ontario, Canada

ACTFL (American Council on the Teaching of Foreign Languages)
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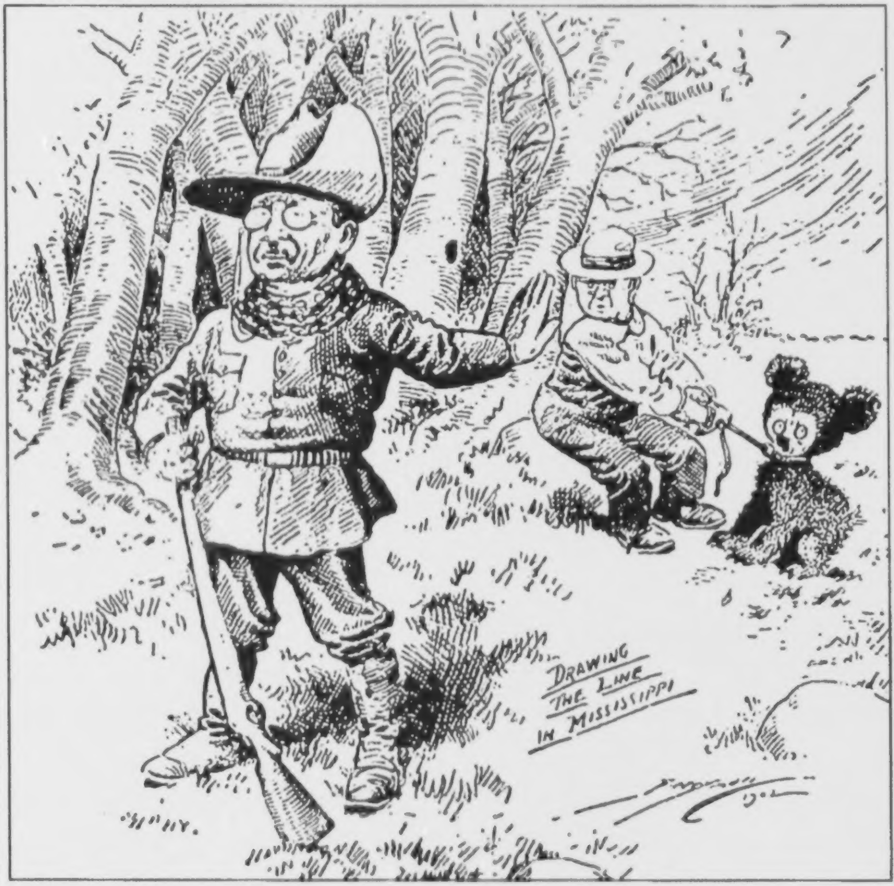
A Teddy Bearish Centennial

by RICHARD LEDERER


DRAWING THE LINE IN MISSISSIPPI
Berryman

Stuffed bears were popular before Theodore Roosevelt came along, but no one called them teddy bears. Not until November, 1902, when the president went on a bear hunt in Smedes, Mississippi. Roosevelt was acting as adjudicator for a border dispute between the states of Louisiana and Mississippi. On November 14, during a break in the negotiations, he was invited by Southern friends to go bear hunting. Roosevelt felt that he could consolidate his supporters in the South by appearing among them in the relaxed atmosphere of a hunting party, so he accepted the invitation.

During the hunt, Roosevelt's friends cornered a bear cub, and a guide roped it to a tree for the president to shoot. But Roosevelt declined to shoot the cub, believing such an act to be beneath his dignity as a hunter and as a man: "If I shot that little fellow I wouldn't be able to look my boys in the face again."

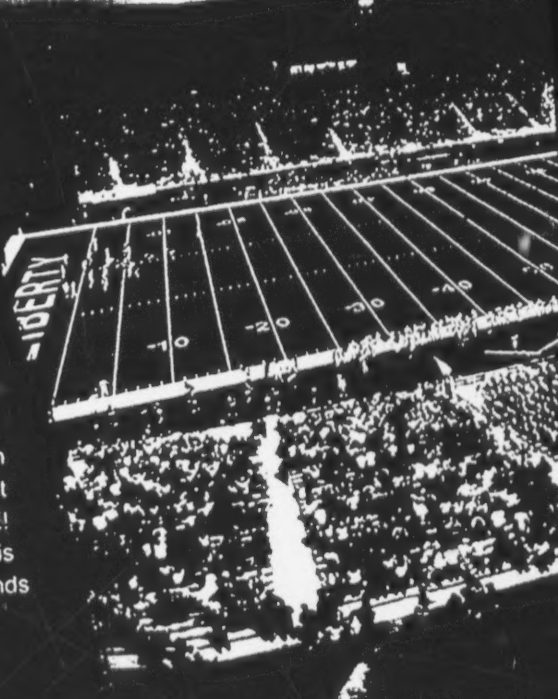
That Sunday's *Washington Post* carried a cartoon (right), drawn by Clifford Berryman, of President Theodore Roosevelt. T. R. stood in hunting gear and with rifle in hand with his back turned toward the cowering cub. The caption read, "Drawing the line in Mississippi!" referring both to the ethical issue and the border dispute.

"During the hunt, Roosevelt's friends cornered a bear cub, and a guide roped it to a tree for the president to shoot. But Roosevelt declined to shoot the cub, believing such an act to be beneath his dignity as a hunter and as a man."

Now the story switches to the wilds of Brooklyn and Morris and Rose Michtom, Russian immigrants who owned a candy store where they sold handmade stuffed animals. Inspired by Berryman's cartoon, Rose Michtom made a toy bear and displayed it in the shop window. The bear proved enormously popular with the public, and the Michtoms began turning out stuffed cubs labeled Teddy's Bear, in honor of our 26th president. As the demand increased, the family hired extra seamstresses and rented a warehouse. Their operation eventually became the Ideal Toy Corporation.

When the Michtoms wrote President Roosevelt for permission to confer linguistic immortality upon him, T.R. replied, "I don't know what my name may mean to the bear business but you're welcome to use it." Clifford Berryman himself could have made a million dollars had he chosen to sell his idea to a toy manufacturer, but he refused: "I have made thousands of children happy; that is enough for me." ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com



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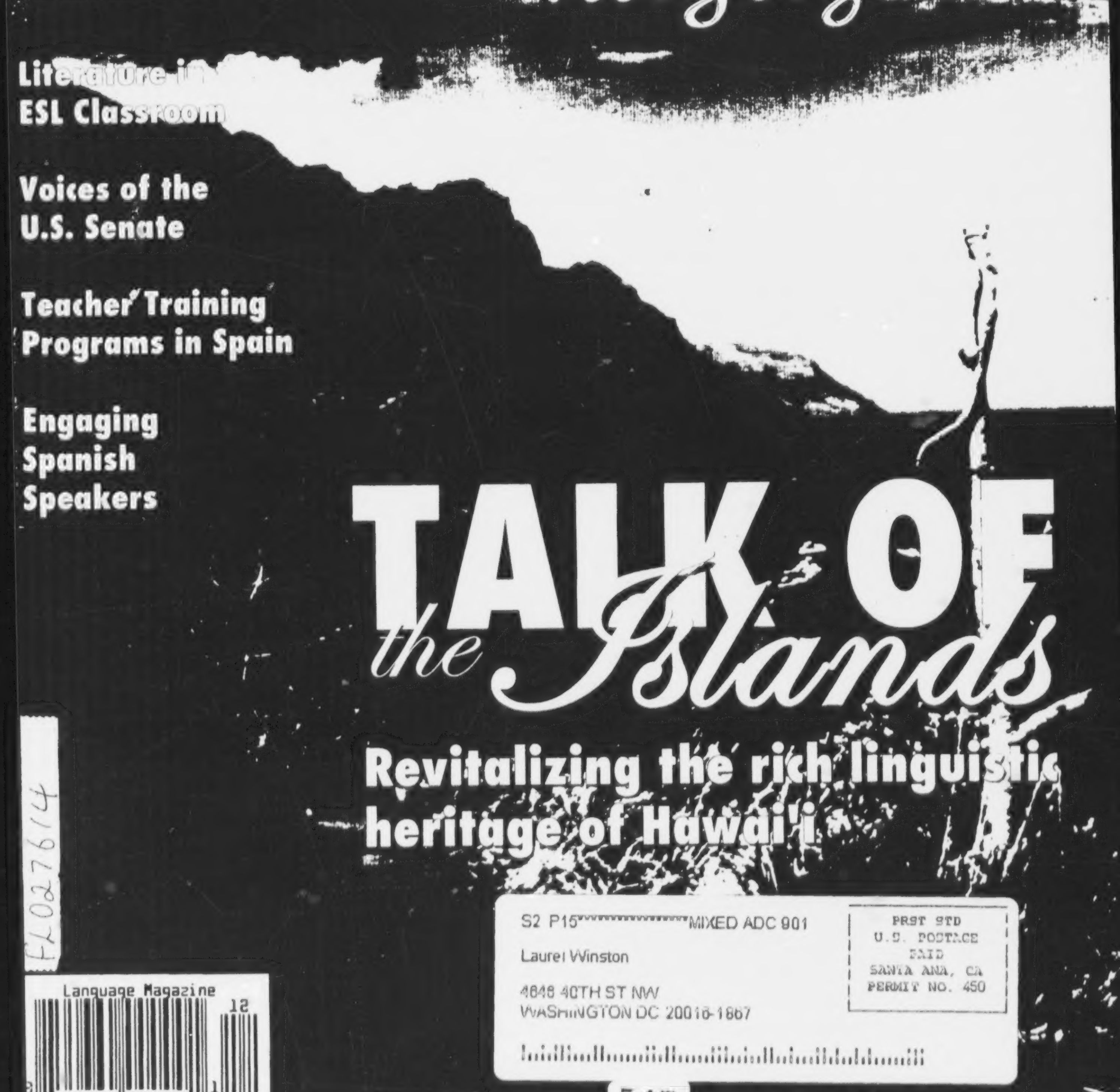
December 2002



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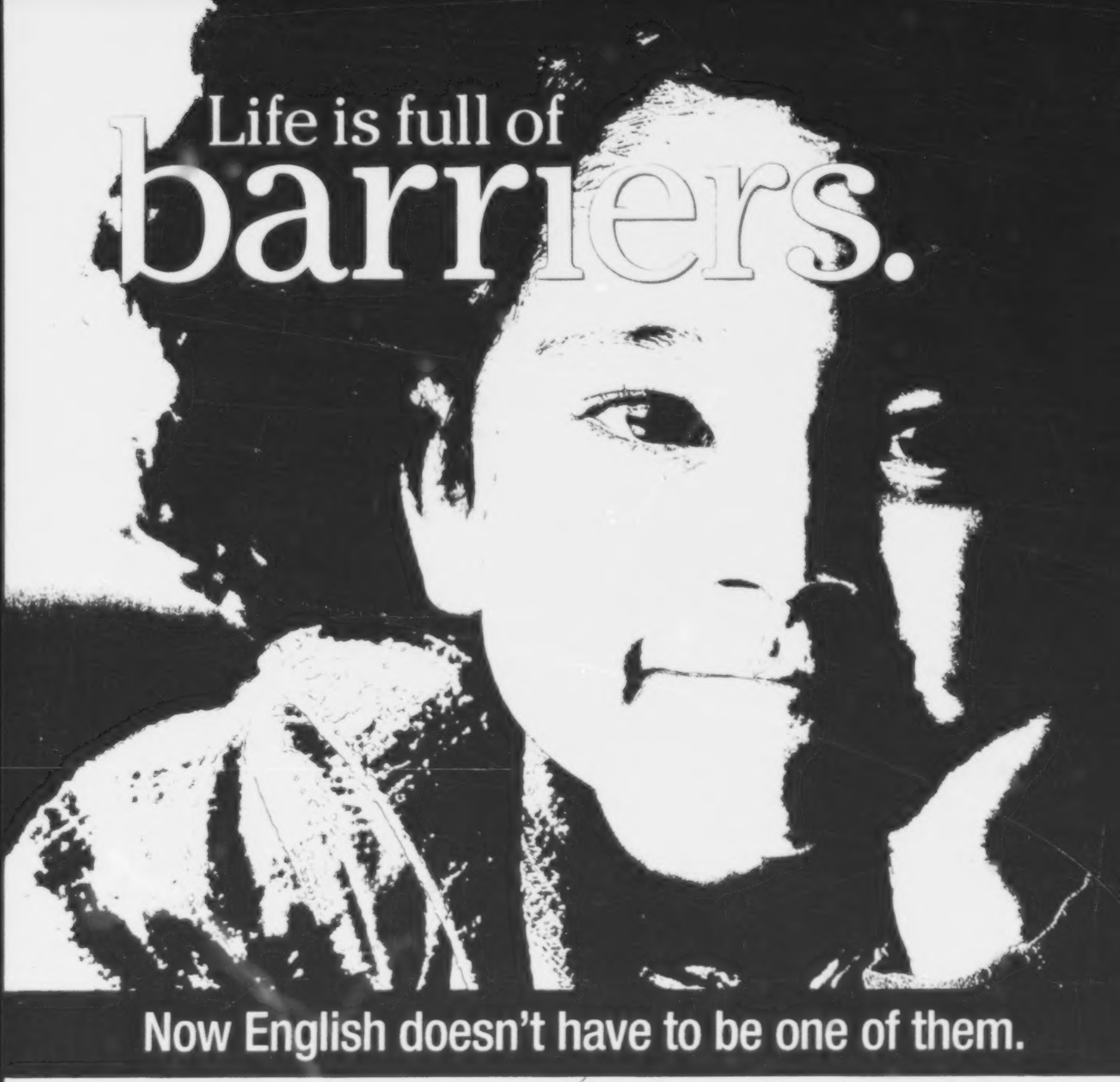
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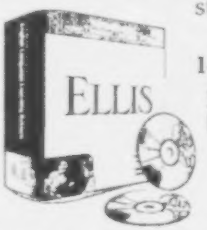

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December 2002 Volume 2, No. 4 (ALR Volume 6, No. 11)

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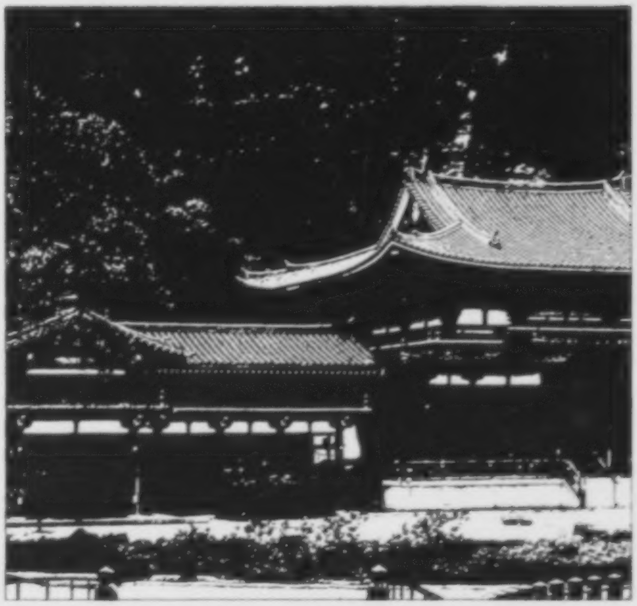
Japanese heritage in the form of a temple in Hawai'i

BILINGUAL EDUCATION: **Isabel Schon** advises teachers on the best books for engaging Spanish-speaking readers.
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ON THE COVER: Kauai's stunning Ne Pali coast. Photo: Daniel Norman.

Time for Sound Decision Making

THE PROPOSAL TO make foreign language training compulsory in California from kindergarten onwards may be ahead of its time (see News on p. 11 for details). But the bill is not the result of some political "quick fix" or the knee-jerk reaction of lawmakers—it stems from the recommendations of a carefully researched report. While politicians seek budget cuts and the media remains obsessed with highlighting failures in basic education, an experienced committee has spent over three years consulting over 300 experts and listening to thousands of opinions to come up with an educational plan that looks far beyond current political exigencies to the skills that will be needed by young adults over the next 20 years.

The plan takes into account California's cultural diversity and the increasing globalization of trade. It is a measured response to what can be an emotional issue, and that is what is needed. The education of our children is too important to be treated as a series of experiments, which are tested by one administration and then reversed by the next; allocated funding for a few years and then abandoned. Bilingual education is a perfect example of such political prevarication. Based upon solid research and recommendations from educators, states have adopted bilingual education programs only to find them scrapped a few years later in a wave of emotion with scant regard to research but fueled by considerable financial resources and political motivation.

Of course, basic educational needs, like reading and writing, must take priority, but goals must be set far higher than the bare minimum. The Joint Committee to Develop a Master Plan for Education admits that its goals are very ambitious, and educational goals should be ambitious, especially in the wealthiest state of the richest nation in the world. And ambitious goals can be achieved if they are planned and awarded the time and resources they deserve. Much of France's post World War II economic success has been attributed to its adoption of 20-year economic plans, achieved through the cross-party consensus that the long-term future of the nation was more important than the political ideals of individual governments.

This is not to say that California's "Master Plan" does not have its faults. More input from the minority groups it claims to represent would have been helpful and its unquestioning acceptance of standardized testing may exacerbate inequalities, but, for the moment, "it's the best we got" and plans can always be adapted.

Our future depends on sound educational policy. Without adequate resources to implement researched policies, there may be little chance of success, but wasting scarce funds on constant policy reversals will only aggravate the problem. Let's listen to the experts and give their recommendations the time and resources they need to work!

Daniel Ward, Executive Editor

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Retail	Ingram Periodicals, Inc. 1-800-627-MAGS

Language Magazine (ISSN 1537-7350) is an editorially independent publication of Language Media, LLC.

Opinions expressed by contributors and/or advertisers in *Language Magazine* do not necessarily reflect the views of the Publishers nor the Distributor.

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Language Magazine (ISSN 1537-7350) is published monthly for $24.95 per year (US/Canada) and $59.95 (Overseas) by Language Media LLC, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069. Application to mail at Periodicals Postage Rates is pending at Los Angeles, CA. POSTMASTER: Send address changes to *LANGUAGE MAGAZINE*, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069.

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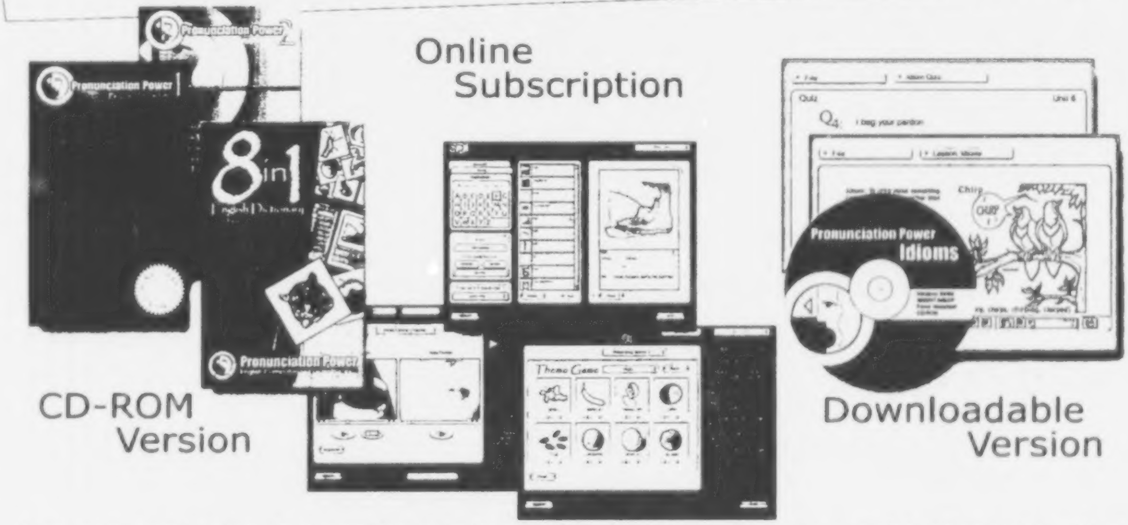
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LETTERS

First Language Failures

HAS ANYONE EVER given any serious thought as to the reason why Americans are so bad at learning second languages? I studied foreign languages at college and I think the reason for this problem is the fact that we are not teaching our first language (English) in the right way.

If you go to a school in France or Germany, you can see the kids learning correct grammar, including tenses, verbs and other parts of speech. High school students—and even college-age kids—in the U.S. struggle to figure out the structure of even the most basic of sentences containing a verb, adverb, noun or adjective. It is not surprising that American kids are put off by foreign languages - they don't even know the most basic rules that govern the use of their primary language! Instead of focusing on the way that we teach foreign languages, we should spend more time addressing the manner in which we learn—or fail to learn—our first language.

Joanna Symes
Enid, Oklahoma.

Italian Lesson

IN REGARDS TO Adrian Bridgewater's article, "An Italian Education", appearing in your November 2002 issue (pp.46-7). The "useful" phrase he supplies at the end of the article, parlo picollo Italiano [sic], as meaning "I only speak a little Italian" is incorrect. What he wrote literally means, "I speak little (as in small or tiny) Italian". What he should have written was parlo solo un po' d'italiano (I only speak a little bit of Italian). Also, just as a side note, "little" in Italian is spelled "piccolo" and the names of languages are not capitalized.

Marina Le Donne
Pittsburgh, Pennsylvania

Continuing the Debate

I RECEIVED A COPY of your November issue at the ACTFL conference in Salt Lake City and found it to be not only relevant to my work, but also very interesting as someone involved in language and communication. Although I teach French, the articles on Italian and other languages provided me with useful information which can be transposed into the French classroom. When do you plan to focus on French? The editorial was provocative and I agreed with much of it, however, there does not seem to be any alternative to standardized testing, so I believe that we need to make the most of the system as it is instead of trying to reinvent it.

I look forward to continuing this debate.

Serge Portis
Minneapolis, MN

[Language Magazine *welcomes all debate concerning language and language policy. A major focus on French is planned for our June issue. - ed*]

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The U.S. Still Preferred Destination

I AM A TRAVEL agent in Brazil and much of my business is sending executives on English courses in U.S. The Brazilian economy is still good, and I hope that the new government will make it better. We are lucky that we do not have the bad problems like in Argentina. Some Brazilians are frightened now if the war starts with Iraq, but we understand that the terrorist attacks must be stopped and everybody here was very sad when the attack on New York happened. Brazilian businessmen need to improve their English and they still want to go to U.S. to study the language, because it is good for the language and it is good for making business contacts and friends.

I have been reading about problems with student visa applications, but we have not seen this. Will we find problems with immigration service when the SEVIS becomes working next year?

Thank you for your attention

Fernando H. Calheiros,
Sao Paulo,
Brazil

[The implementation of SEVIS should not affect the visa application process from your point of view. The system requires schools within the U.S. to monitor their international students - Ed]

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Price:	**$24.95**
Binding:	**Paperback Original**
Pages:	**240**
ISBN:	**0-9678356-1-5**
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Bilingual Ed Ballots Generate Diverse Results

BALLOT INITIATIVES designed to eliminate bilingual education programs in Colorado and Massachusetts have produced two different results

In Colorado, voters rejected Amendment 31, another "English for the Children" initiative sponsored by Ron Unz. This was the first time that an Unz-backed ballot initiative had been rejected by voters.

"That is good news," said Denver schools chief, Jerry Wartgow. He and his school board colleagues had advised voters to reject the measure, which aimed to prohibit native-language support for immigrant pupils, replacing it with a year of English immersion.

"I'm proud of the Colorado voters for being educated and learning about the flawed details in this amendment," said Wendy DeBell, president of the Cherry Creek school board. "This would have left many children behind because nine months is not adequate time for most kids to learn English."

Voters in Massachusetts supported a similar measure by a margin of almost 2-to-1. Ron Unz said that the margin of the win should encourage U.S. lawmakers to eliminate bilingual education programs across the country. "We do think a big victory in Massachusetts will really help to open the eyes of Congress," Unz said.

But Robert Antonioni, the state senate chairman of the education committee, said that there would be a "potentially significant change" in the new law. "I think people just saw this as a quick fix," he said, "and I don't think they ever got into the details of this plan." In Colorado, it was announced that a $9.3 million federal grant would be used to overhaul English language acquisition programs in elementary and secondary schools. The state plans to recruit and train teachers in new strategies that will assist immigrant children to learn English.

"This is a more comprehensive approach than in the past, when curriculum for English language learners (ELL) was fragmented and sometimes not fully supported by school districts," said Flora Camejos-Lenhart, director of the English Language Acquisition Unit of the Colorado Department of Education.

Some of the grant will be used to create stipends and scholarships to attract aspiring teachers into ELL classrooms. "There are only about 3,200 ELL and bilingual teachers in Colorado, and about 70,000 students struggling to learn English," Camejos-Lenhart said.

Teacher training will focus on improving linguistic skills among educators. The grant will also be used to finance English language assessments for ELL students. ■

NM Language Programs To Benefit From Funding

BILINGUAL EDUCATION in New Mexico will be boosted by a grant of $1.2 million.

The grant, awarded to the University of New Mexico's Multicultural Bilingual Education Center and Division of Language Literacy and Sociocultural Studies in the College of Education, is designed to increase the number of bilingual teachers employed in schools across the state.

"We will teach the skills and strategies needed to work with children from a second language background whether it's Spanish or Navajo or another language," said Leroy Ortiz, principal investigator for the grant program. "The goal is to produce children who are bilingual in their native language and in English."

The grant, provided by the United States Department of Education Office of English Language Acquisition, will provide scholarships to 40 educational assistants working in the central and northern part of the state who want to pursue bachelor degrees with an emphasis in bilingual/ESL, or American Indian education at UNM. Awards include tuition, fees, books and travel allowances and stipends.

Courses will focus on history and theory of bilingual education, first and second language development, methods and materials. ■

Cuts in Seattle Programs Will Be Limited

CUTBACKS PLANNED for bilingual education programs in Seattle public schools will not be as severe as was first feared.

Seven bilingual instructional assistants will keep their positions through the redirection of previously unallocated federal and state funds. But five other bilingual aides will lose their jobs.

The plan to eliminate the posts had caused educators to protest. The Seattle Education Association had called for the resignation of Superintendent Joseph Olchefske (pictured left).

Chief Academic Officer June Collins Rimmer said additional money was found to pay more bilingual aides after the resignation of other employees who were funded under the federal Title 1 program, which assists poor children or those who have fallen behind in their studies.

Administrators also identified other federal and state dollars that could be used to restore bilingual services. "We just started over in how best to use these dollars," Rimmer said. ■

CALIFORNIA MOVE FOR FOREIGN LANGUAGE MASTERY

AT THE BEGINNING of this month, California Senator Betty Karnette (D-Long Beach), who taught math in Los Angeles for over 30 years, introduced a bill requiring all public schools students to learn a language other than English starting in kindergarten. The controversial bill is one of the first results of the new "Master Plan" for California's education over the next twenty years.

The idea behind the "Master Plan" is to create a seamless educational system serving the needs of pupils from kindergarten through to employment, and taking into account the demographic and economic changes to be expected in the state over the next two decades. California's last "Master Plan" for education only covered higher education and was adopted in 1960. The new plan is the result of over three and a half years of research and consultation, and supercedes the old plan whilst retaining many of its features.

The Legislature's Joint Committee to Develop a Master Plan for Education concluded that steering today's student toward a successful adult life in California includes the ability to adapt to an increasingly global economy.

"Because of the continual and rapid change that characterizes contemporary society, the primary need of every student is to become a capable learner who can readily learn whatever content becomes relevant to her/his life and work," the report said. "It follows that the fundamental principle of this Master Plan is that an effective and accountable education system must focus first and foremost on the learner. Education policies, practices, structures, and financing must all be supportive of learners and their acquisition of the knowledge and skills that will enable them to be successful throughout their lifetimes."

The first section of the bill lists the reasons why the legislators feel that second language education is so beneficial, including its enhancement of other academic skills, its encouragement of multicultural integration, and its improvement of employment prospects.

The bill faces some serious obstacles, such as finding the money–although the amount of money needed for increased foreign language instruction has not yet been determined, California faces a budget deficit of about $30 billion. It will also be difficult to find the required numbers of bilingual teachers to instruct the state's six million students in a second language by the 2006 implementation date.

Some teachers are also concerned that adding another subject to their curriculum would hinder their efforts to raise the scores on standardized tests, however many educators support the bill. Duarte M. Silva, executive director of California Foreign Language Project at Stanford University, expressed his support for the bill, "I believe that the Master Plan's recommendation is the only responsible proposal that the plan could offer at this juncture in time in view of California's demographics and the role it plays in world commerce. To this end, it is critical that an educational plan for education in California aims at educating its citizens to interact successfully in multilingual and multicultural contexts both at home and abroad." ■

IT Giant Offers SEVIS Training Online

AS THE JANUARY 30TH deadline looms for compliance with the Student and Exchange Visitor Information System (SEVIS) mandated in the Patriot Act 2001, IT giant EDS (Electronic Data Systems Corp.) and Drake Certivo, specialists in the training and adoption of uniform standards, have teamed to launch a comprehensive Web-based SEVIS training course.

Widespread concern amongst school officials that the system is being rushed through without adequate testing and training has led to enormous demand for training and software related to SEVIS.

The Web-based course requires no travel and provides learners with access to the self-paced training and support for up to 90 days.

EDS, one of the largest federal IT contractors, has been involved with the INS since the inception of SEVIS pilot program in 1993. Through this relationship, EDS has a heightened understanding of the regulatory issues through the business process.

"We selected Drake Certivo as our teaming partner based on their expertise and track record of developing and delivering mission-critical training and certification solutions in both the Federal and private sectors. The result is an easy-to-understand and easy-to-use Web-based training course that provides school officials with the knowledge and required skills to successfully work with SEVIS," said Dale Fincke, EDS SEVIS training development manager.

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Scientists Uncover America's Earliest Written Language

CARVED SYMBOLS found in Mexico are thought to be examples of the earliest written language used in the Americas.

The carvings, which date from the 7th century B.C., were found in Tabasco on the Gulf of Mexico. According to scientist, Kevin Pope, "Only a handful of civilizations have ever made the leap from spoken to written language."

Words identified in the carvings include "king" and "3 Ajaw", which researchers believe was the name of a ruler.

The carvings are the work of the Olmecs, whose system of carvings for dates and names was adopted by the Mayas, who then developed it into a highly sophisticated language over the next millennium.

"The Olmecs were the first known peoples in Mesoamerica to have a state-level political structure, and writing is a way to communicate power and influence," said Mary Pohl, anthropology professor at Florida State University.

The discovery has led scientists to believe that three ancient languages–Mayan, Isthmian and Oaxacan–could be derived from Olmec. ■

U.S. Secretary of Education, Rod Paige.

New Policy to Boost International Education

THE U.S. DEPARTMENT OF EDUCATION has launched a new policy to expand International Education among American students. In a speech made in celebration of this month's *International Education Week*, U.S. Secretary of Education, Rod Paige, explained that the new education strategy would seek to build, "a solid grounding in other cultures, other languages and other histories."

Building on existing foundations of cultural education, Paige aims to increase the emphasis on language as a tool for cultural development. He argues that, "students in dual language immersion programs often study some of their math, science and other lessons in that language. They are building skills in English and other languages at the same time that they are learning subject matter content. Some children in our country are learning these skills, but many more could, and should, learn them."

Optimistically for the promotion of multiculturalism in the U.S., Paige believes that, "international education shouldn't be an add-on. International content can be integrated into the teaching of many subjects."

As well as promoting cultural awareness in schools, Paige hopes to strengthen relationships with other nations by expanding existing joint education initiatives. For example, the Friendship through Education program has promoted cultural awareness between American children and children from Muslim nations in combined projects.

Paige said, "Our new focus will help us build on an already strong foundation of relationships with other countries and equip our children with the skills and knowledge they'll need to be responsible members of the world community." ■

Baby Brain Primed For Language

NEW RESEARCH SHOWS that babies' brains are primed to learn language long before they utter or understand their first words.

Dr. Ghislaine Dehaene-Lambertz of the Centre National de la Recherche Scientifique in Paris and her colleagues found that while 3-month-old babies are read to in their native language, they show brain activity in some of the regions of the adult brain that specialize in language. Much of that activity disappears when sentences are read to the babies backwards.

These findings indicate that babies' brains are gearing up to learn and understand language at a very young age.

Dehaene-Lambertz and her colleagues obtained their findings from imaging scans of 3-month-old babies' brains as they listened to sentences read in their own language, and as the speech was pronounced backwards. Dehaene-Lambertz explained that backward speech has many similarities to forward speech, but lacks certain overall cues babies likely use to determine whether the words are in their own language or not, such as dips at the end of sentences and other qualities.

The authors found that babies showed more activity in brain regions associated with speech in adults when hearing words in their own language than when the words were read backwards.

Some experts argue that babies are born already primed to process language, while others believe that babies are born as a blank slate, and all of the techniques used by the brain to understand language are learned by experience..

While the current study does not answer that question, Dehaene-Lambertz said that she believed no research study ever would—for who can state, for certain, when babies begin to have experience with language, when they can hear inside the womb. However, she noted that at 3 months, baby brains are already quite specialized, indicating that if experience is at work, it had to work fast.

"If they have learned, they have learned very fast," she said.

She added that while many brain regions focus on language, the brain is highly adaptable; so even if babies experience brain damage in one of the areas normally used to process language, it can be overcome. "Everything is plastic," Dehaene-Lambertz said. ■

Plea for Welsh in Patagonia

PEOPLE IN Argentina are pleading for funds to support a Welsh language teaching program.

The program, due to end in March, started six years ago. Under the program, three Welsh teachers from Wales have gone to Patagonia every year to teach and promote the language and Welsh culture and about 50 students and teachers from Patagonia have gone to Wales for intensive language courses.

Wales's links with Patagonia are unique as Patagonia, part of Argentina, is the only country outside Wales where Welsh is still spoken as a living language. The people there have their own Welsh newspaper, attend Welsh chapels and have kept up many of the cultural traditions established by their forefathers who left Wales to settle there more than 100 years ago.

Ceris Gruffudd, secretary of the Wales-Argentina Society, believes that the Welsh language still needs support in Patagonia. He said, "I have seen a big improvement in the use of Welsh there while the scheme has been running. But the learners there are not ready to stand on their own two feet yet. If the scheme continues, their Welsh will improve, if it doesn't, it won't." ■

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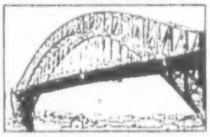

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Brian Kluepfel explains how Hawaiians are rediscovering the indigenous language of the islands

The English language shall be the medium and basis of instruction in all public and private schools.

–Law enacted in Hawai'i, 1896

For over eighty years, the Hawaiian language lived underground. English, imposed by the new ruling class of Americans who had overthrown Queen Lili' uokalani, became the recognized discourse for all official business in the islands. Since its reintroduction in 1978 (Hawai'i is now the only officially bilingual state), a number of immersion schools and other programs have brought back a language whose flame was being extinguished.

Haunani-Kay Trask is one of a generation of Hawaiians who grew up speaking English. She has been an outspoken activist for Hawaiian sovereignty and cultural identity for the past thirty years. She is the founder of the Hawaiian Studies Department at the University of Hawai'i and an accomplished poet. Recently, Trask spoke with Language Magazine about the effects of growing up in an English-only society on successive generations.

"My grandmother was a native speaker, on the island of Maui," said Trask. "Her eleven children all grew up speaking Hawaiian. However, they were all sent to school that no longer gave instruction in Hawaiian. So my mother was at one time bilingual, but by the time she was an adult and had us, could no longer speak Hawaiian."

"Banning doesn't mean that people don't continue to speak it," said Trask. "It just means that all education, all commerce, is in whatever language the dominant language is."

And in the educational system, the price could be heavy for speaking the language. In the film *E Ola Ka 'O lelo Hawai'i*, Elizabeth Kauahipaula explains the corporal consequences. "When I was young, if you even said one word, you were punished," Elizabeth said. "And if you did it again, you had to open your hand and you got whacked."

Trask admits that she spoke no Hawaiian herself until the age of 25, when she returned from her PhD work at the University of Wisconsin, Madison. She now finds it a difficult language on a conversational level, but says she can read it and understand it well. However, the next generation has even more hope, she feels.

"We grew up not speaking it," she said. "My youngest sister, who has three children, is a teacher of the language and all her children speak Hawaiian," said Trask. "It's one of the good things we have managed to reclaim."

One positive effect of the reintroduction of Hawaiian as the second official language

Decolonizing Hawai'i

Fierce *kii*, images of gods, guard the sanctuary of Puuhonua O Honaunau, an ancient refuge. Photo: Joshua Ulm.

was the emergence of Punano Leo immersion schools, where all instruction is carried out in the native tongue. The first of the schools, named in honor of a similar immersion-style program among the Maori of New Zealand, opened in 1983, so now a generation of children have been educated in the islands' original language.

Trask sees the results in her students in the Hawaiian Studies Program. "Almost all my students are in some stage of linguistic decolonization," she said. "They're very proud of it, whereas my mom's generation were embarrassed to speak Hawaiian. They love to be places where there are no Hawaiians and burst into the language, so that no one can understand them," Trask said.

The idiom has even gained cultural cachet in modern music forms. "In 1893 there was a slogan, *Kuae*, 'to fight.'" said Trask. "I gave a speech on the centenary of overthrow in January 1993." Inspired by this a rap group came out with a CD called *Kuae*. "Hawaiian is a very difficult language to rap in because you pronounce every syllable, there's no hidden syllables!" she continued.

Contemporary songwriter Katherine Maunekea, who has written more than 150 songs in Hawaiian, said in an interview in *He Alo A He Alo*, "What woke me up was that everybody kept saying 'oh, the language is going to die.' If it was forbidden since my childhood days [she was born in 1907], imagine how much danger it was in now that I had five grown children. So I wrote an action song, *Mele Pa ani E*, for the schools and playgrounds."

Trask's own poetry also carries the flame of the language. *Light in the Crevice Never Seen* was published in 1994, and this year saw the appearance of *Night is a Sharkskin Drum*. Each book contains an extensive glossary and pronunciation key of Hawaiian vocabulary to enrich the reader's experience.

Trask says, "Poetry is the first thing that I love, we Hawaiians always see things through metaphor. When I see nature all I see is thousands of gods making love in two hundred positions." Mixing rich natural imagery freely with Hawaiian-language words and phrases, her work conveys the inseparable bond between Hawaiians and their lands. For example, in *Niu* she writes:

sweet niu, lost man
perfectly made
flush my desire
by cunning display.

She explains, "*Niu* is the coconut, and in traditional Hawaiian culture, women were forbidden to eat it because it was a symbol of male *mana* (power). One of our historians, David Malo, described the coconut tree as a man with his head in the ground and his testicles in the air."

"Languages are very interesting because they are absolutely critical in carrying the culture," adds Trask. "If you don't speak your own language, you don't know what that cultural base is." ■

Further Reading:

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Brian Kluepfel is a Berkeley-based journalist and writer who has written for over 20 publications around the world.

Preserving Japanese Language Traditions in Hawai'i

Byodo-In Buddhist Temple, in Kane`ohe, Hawai`i, is a replica of a Japanese original. Photo: Lisa Devlin.

Kimi Kondo-Brown examines the problems facing Japanese language speakers in Hawai'i who want their children to be bilingual

Many Japanese-speaking parents try to raise their children bilingually in communities where it is difficult to find a school that teaches Japanese as a heritage language. In my home state of Hawai'i, thousands of school-age children study Japanese as a foreign language in K-12 schools every year. Nihongo gakkoo, the Japanese language school, used to play a central role in preserving Japanese language and culture among immigrants in Hawai'i during the pre-war period. However, the outbreak of World War II heralded a dramatic decline in enrollments. These specialist language schools receive no financial support from the American or Japanese governments and the existing nihongo gakkoo do not seem to be able to function as rigorous institutions that can help heritage language learners develop high proficiency in Japanese.

Many Hawai'i-born children find it difficult to attend a Rainbow Gakuen, a hoshuukoo or supplementary Japanese school because the curriculum at such schools is primarily for Japanese nationals who plan to go back to Japan. As an instructor and researcher at the University of Hawai'i at Manoa, I have had opportunities to interact with many Hawai'i-based college students from Japanese-speaking families.

There are students from Japanese-speaking families who have managed to preserve high proficiency in Japanese while being educated in mainstream American educational institutions in Hawai'i. These students have had many opportunities to

continued p.18

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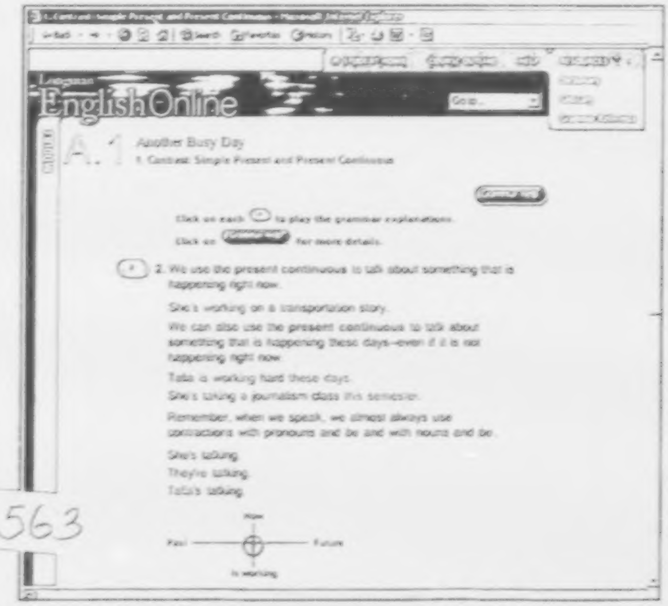

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A.1 Another Busy Day

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Click on for more details.

2. We use the present continuous to talk about something that is happening right now.

She's working on a transportation story.

We can also use the present continuous to talk about something that is happening these days—even if it is not happening right now.

Talia is working hard these days.

She's taking a journalism class this semester.

Remember, when we speak, we almost always use contractions with pronouns and be and with nouns and be.

She's talking.

They're talking.

Talia's talking.

from p.16

learn and use Japanese outside the mainstream schools. For example, they have used Japanese regularly at home, have regularly been sent to Japan during the summer and have attended Rainbow Gakuen or a school in Japan.

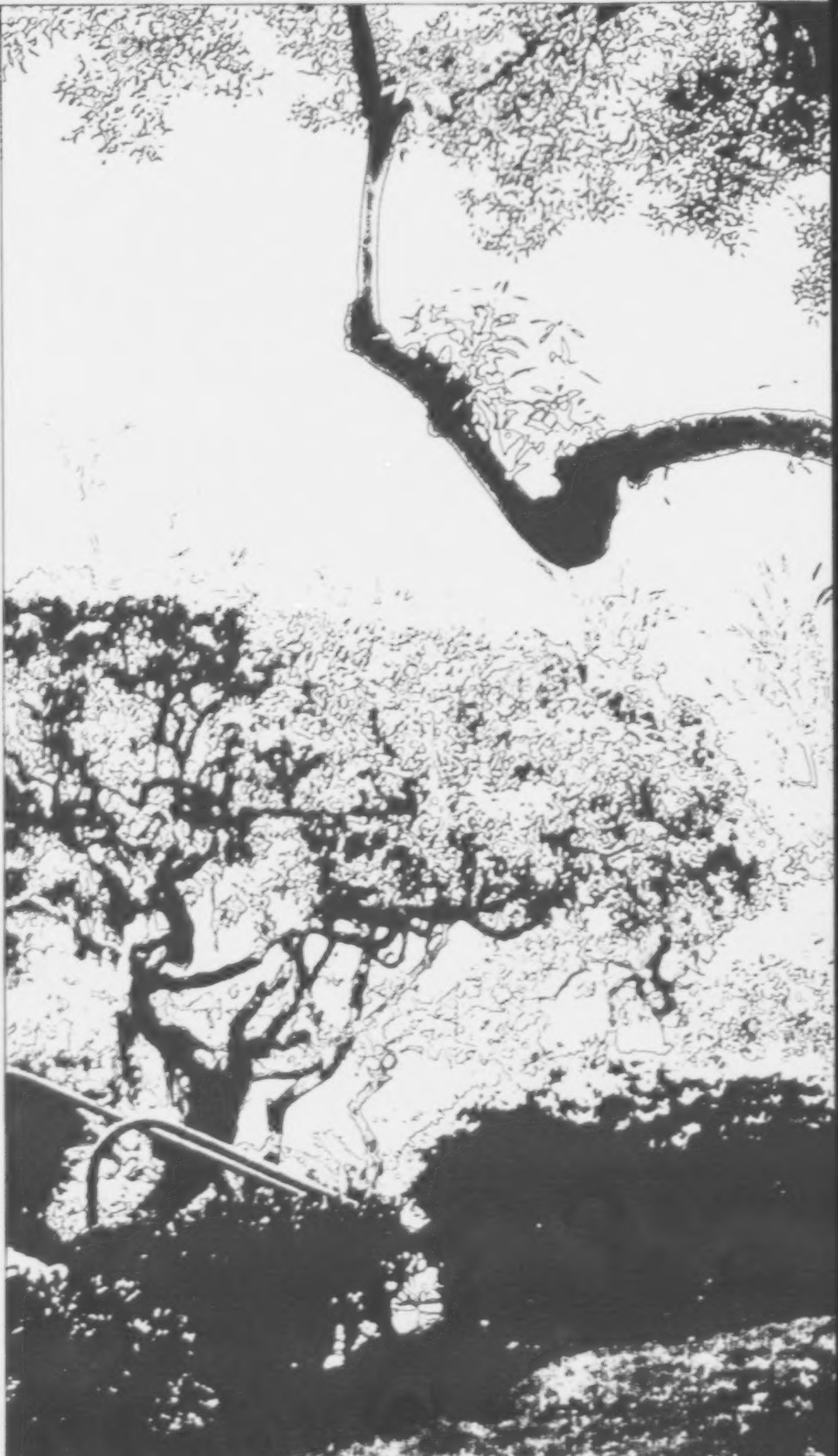
Such students have a distinct ethnic identity and preserve strong pride in their heritage. The following story is typical of those who have blended into Hawai'i culture while maintaining the Japanese language as an important part of their identity:

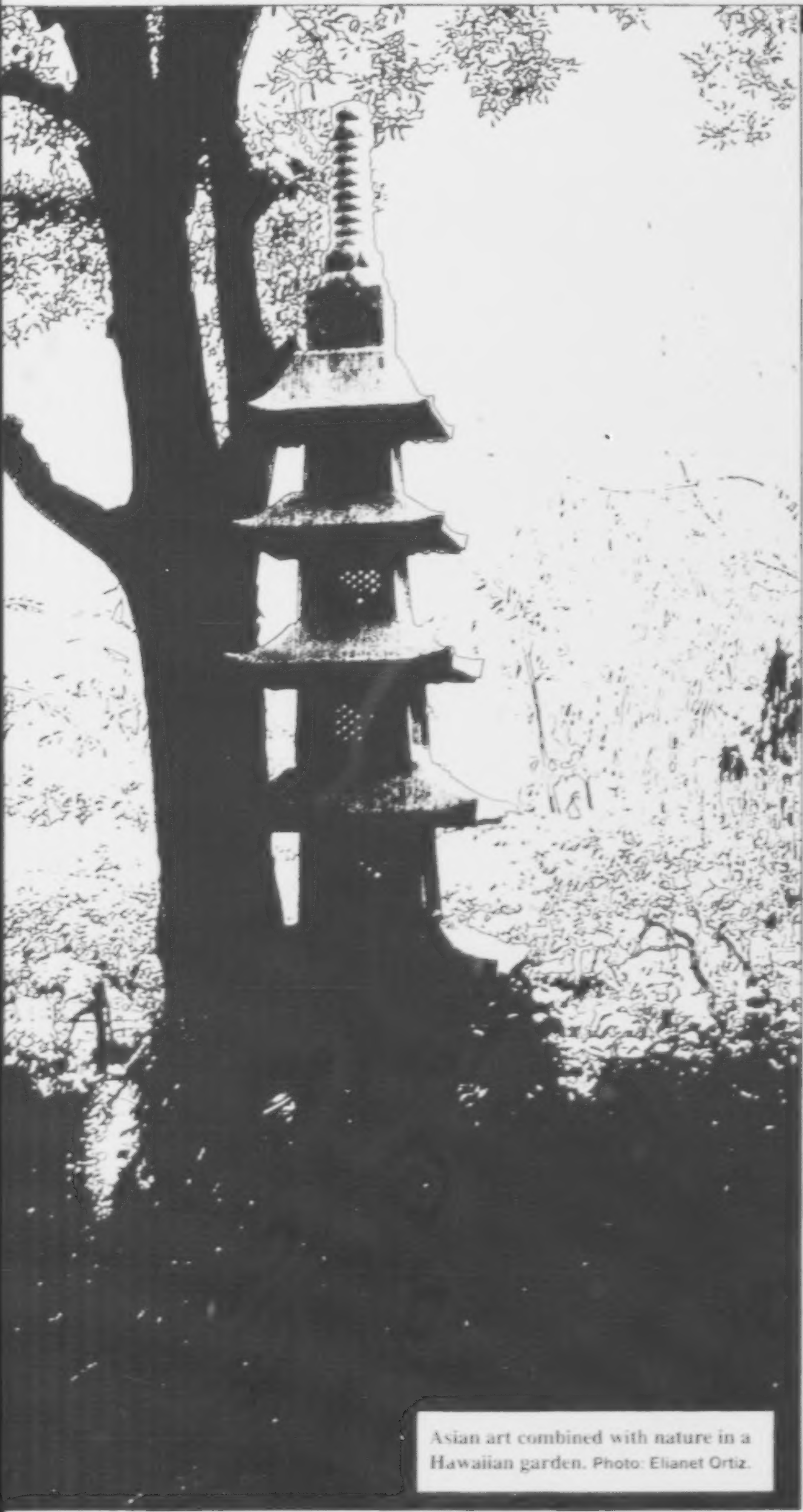
"Being local is living in Hawai'i long enough so you know everything about it. I'm pretty much adjusted to Hawai'i culture 'cause a lot of local people can't even tell that I can speak Japanese . . . . Although I definitely consider myself a local... I'm proud that my parents are Japanese, and I have 100% pure Japanese blood, even if I'm local. I'm proud of being able to speak Japanese because it's my heritage language and it is the only language I use with my grandparents and relatives in Japan." (Kondo-Brown, 2000, p. 9)

"When I was growing up in Hawaii, nobody at school encouraged me to learn Japanese. It was only my mother who cared and worried about it."

But, for many students, finding the opportunity to speak Japanese has sometimes been difficult. One student recalled: "I never spoke Japanese at home 'cause everything was in English at school, and my friends were all local children who spoke only English, you know. I thought, 'This is Hawai'i, everybody speaks English'. At some point, I didn't speak Japanese at all. I thought it was normal. When I was growing up in Hawai'i, nobody at school encouraged me to learn Japanese. It was only my mother who cared and worried about it. Otherwise nobody seemed to care. Local teachers didn't really seem to care that much." (Kondo, 1997, p. 378)

Another student reported difficulty





Asian art combined with nature in a Hawaiian garden. Photo: Elianet Ortiz.

growing up with two languages—English at school and Japanese at home. There is often a discrepancy between the culture that parents encourage the child to preserve and the set of cultural codes embedded in the mainstream language. For example, through interaction in English at school, one student learned that the ability to "speak up" is extremely important in American schools, but at home her parents encouraged her to do just the opposite and not be assertive.

Many students told me how community attitudes toward speaking Japanese have influenced their language behavior. For instance, one student feels that being a female American Nisei makes it easier for her than her male counterparts to maintain Japanese, because female teenagers receive more social approval for speaking Japanese with their Japanese mothers than males. The mother is usually the primary caretaker and Japanese girls spend more time speaking Japanese with their mother.

Heritage language loss or maintenance is a very complex matter where various social, cultural, and psychological factors interact with learning environments at home, school, and in the community. Students' experiences with peers and teachers in school and with community people powerfully influence their language behavior. Without institutional and community support, Japanese mothers may eventually witness their children rapidly succumbing to the dominant language and culture. ■

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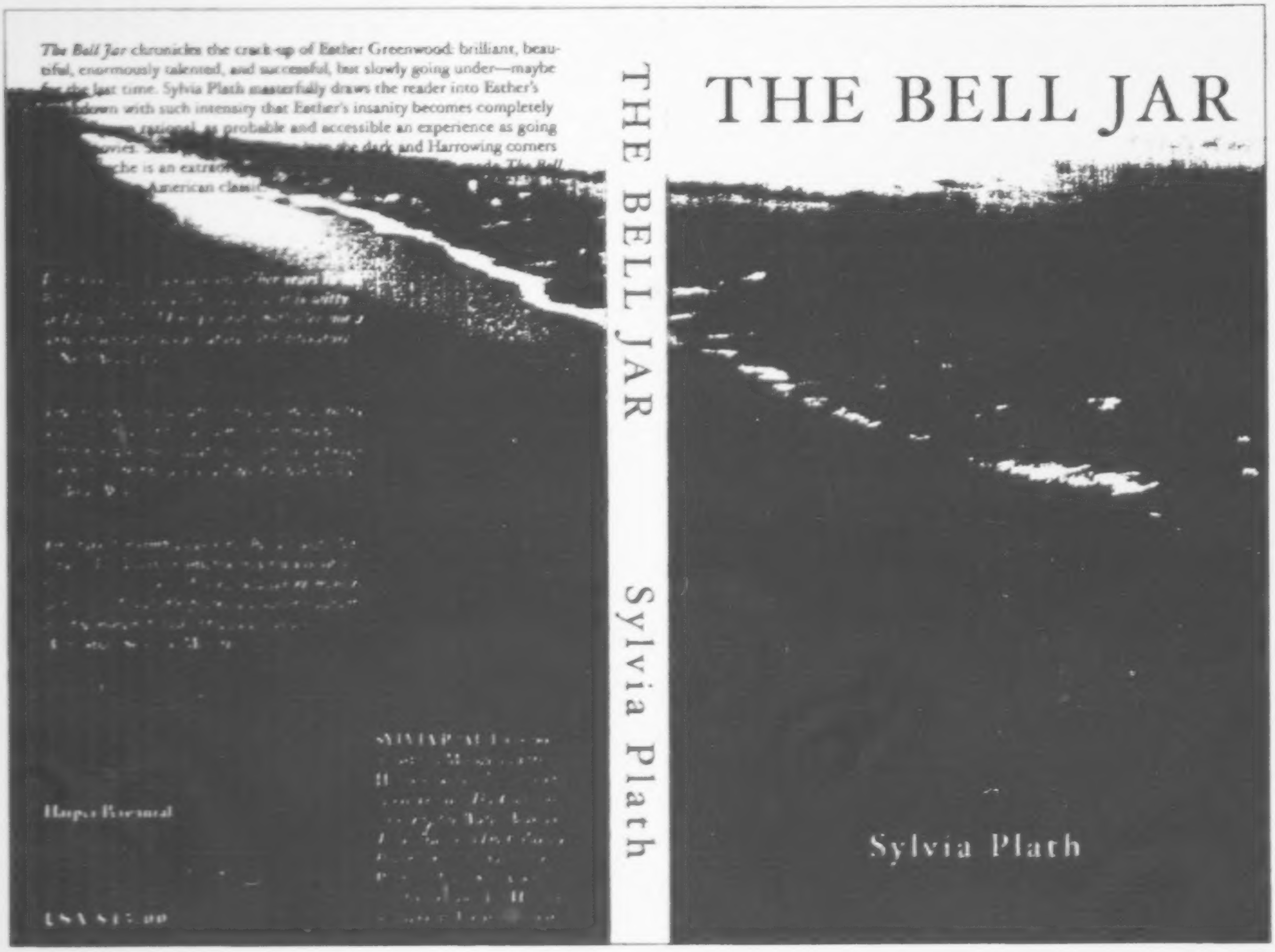
Kimi Kondo-Brown is assistant professor in the Department of East Asian Languages and Literatures at the University of Hawai'i at Manoa.

SYNTHESIZING LEARNING



The Bell Jar chronicles the crack-up of Esther Greenwood: brilliant, beautiful, enormously talented, and successful, but slowly going under—maybe [illegible] last time. Sylvia Plath masterfully draws the reader into Esther's [illegible]down with such intensity that Esther's insanity becomes completely [illegible] rational, as probable and accessible an experience as going [illegible]ovies. [illegible] the dark and Harrowing corners [illegible]che is an extra[illegible] *The Bell* [illegible] American classic.

Carole Allen Poppleton discusses the use of literature, creativity & Bloom's Taxonomy in the ESL classroom

As an English teacher, writer and visual artist, I find the ability to integrate my talents, skills and passions only strengthens whatever I choose to undertake. This information is important to my English language students, who, far too often, view their college classroom experiences as compartmentalized.

With the continued emphasis on interdisciplinary and cross-curricular studies, it is imperative that teachers assist their students in understanding the connectedness of the areas in which they study. For example, the work of fiction being read in the English classroom may very well be relevant to the historical period being scrutinized in the History course. These classes may feed into a richer and deeper understanding of a period's artists and art forms, which might influence the student in the Painting class.

For seven years I have worked with dynamic ESL students at a four-year college dedicated to art including painting, sculpture, graphic design or illustration. Since my students are gifted artistically, I wanted to unite what we do in the English language classroom with the skills they already possess and the ones they are cultivating in other classrooms to understand the connectedness of their education.

I decided to have my literature students respond visually to a text by creating a book jacket and then justify their choices via a presentation and short paper. This helps teachers expand their students' critical thinking skills by incorporating visual responses that are determined by sophisticated cognitive choices.

The following steps will summarize the basic elements of *Bloom's Taxonomy* and how I use those ideas in this specific exercise. The sequencing of events is crucial in estab-

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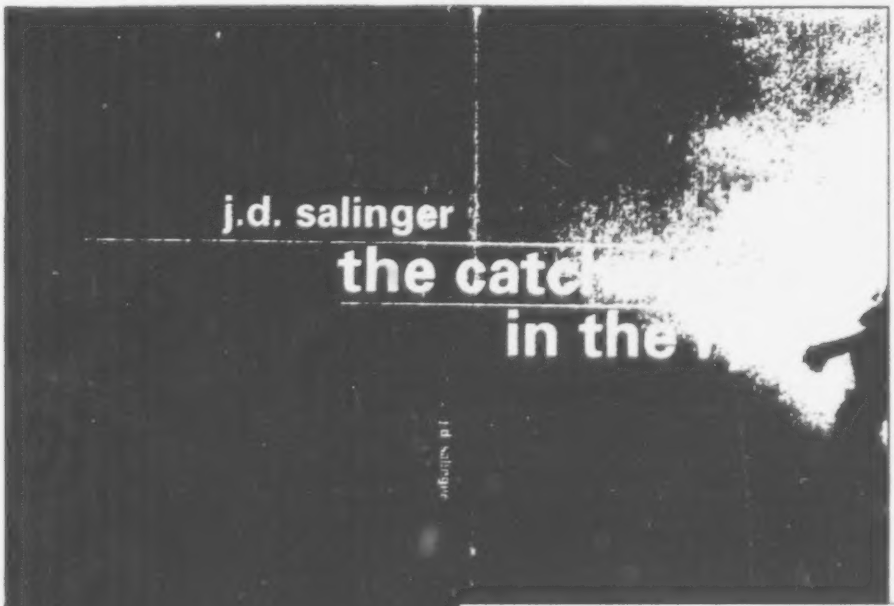

Asking literature students to design book jackets and then justify their choices helps teachers expand their students' critical thinking skills.

> "I stay focused on what the text has to say, and then discuss pertinent issues related to the author, and finally the social and historical climate in which he or she lived and wrote."

lishing a proper base upon which to build the extended inquiry:

1. **Knowledge:** Prior to reading a work of literature, teachers must ascertain what students may know about the text, the period in which it was written and/or the themes it addresses. This will help students make connections between their knowledge base and the text. This process can be done in several ways: through guided questions generated by the teacher regarding the issues that will be raised in the reading or text exercises (video clips, music, or authentic textual materials to help ground a text in a specific place and time).
2. **Comprehension:** During and after reading a text, teachers must try to ascertain how much the student understands, both linguistically and thematically. I prefer to teach a work of literature using a concentric model. I stay focused on what the text has to say, and then discuss pertinent issues related to the author, and finally the social and historical climate in which he or she lived and wrote.

Students should be encouraged to write questions, both closed (fact based) and open (discussion oriented), to prompt classroom discussion and address areas of difficulty, to see what they understand. Teachers may ask for written or oral summaries and/or written or acted dialogues between characters as well. To assess close reading skills, students may draw a scene or character from a descriptive passage in the text.

3. **Application:** Once a text has been read and discussed, students apply their knowledge through a creative exercise by con-

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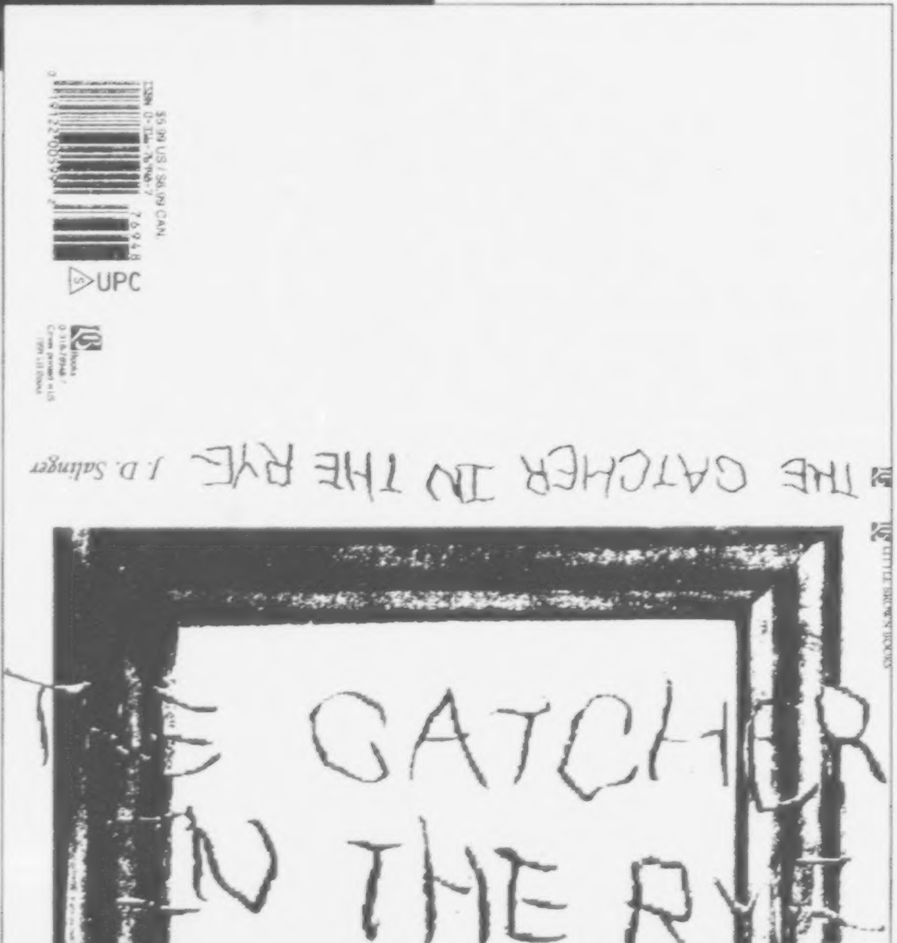
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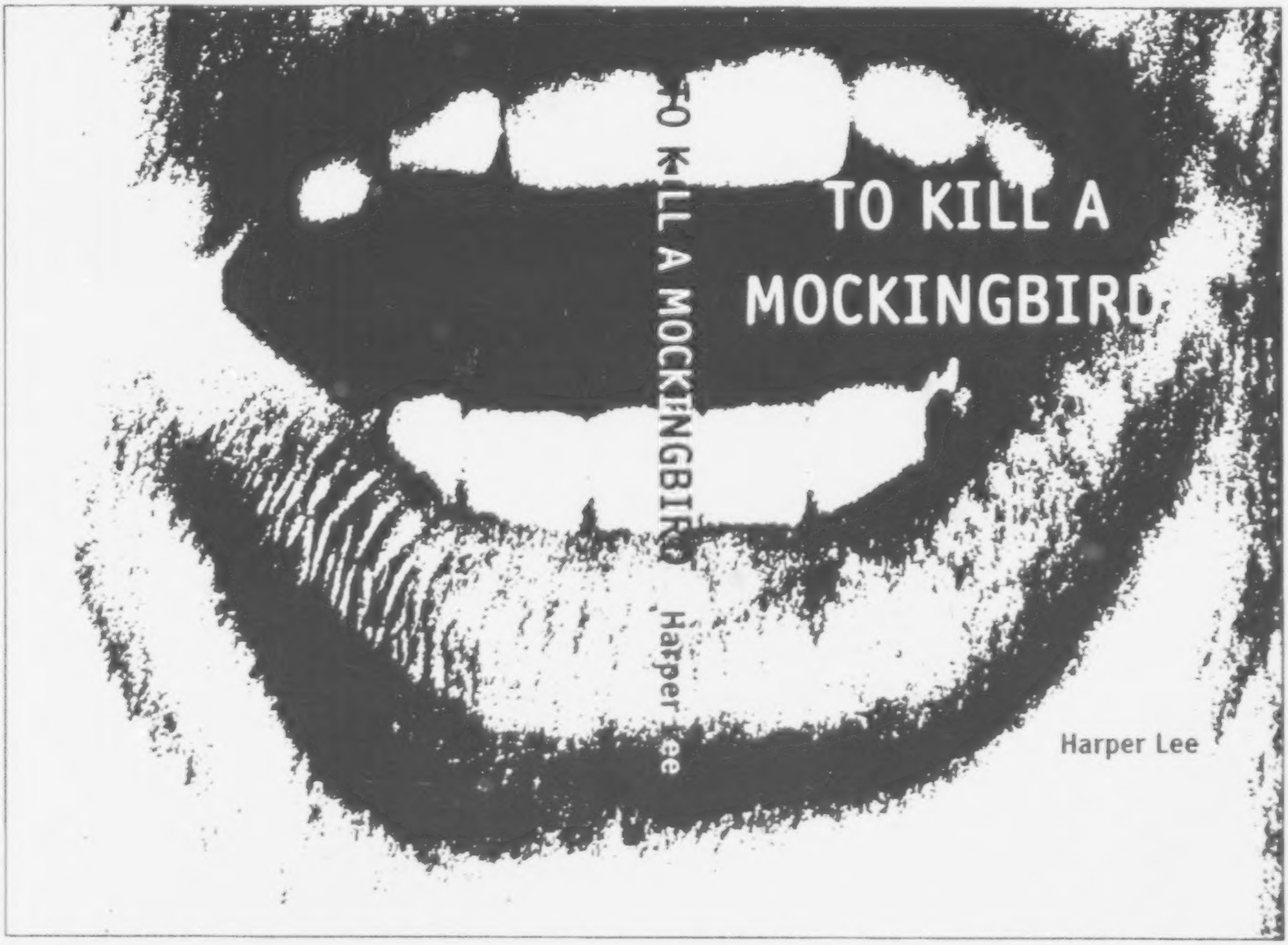

from p 21

structing a book jacket based on their interpretation of the material and their own sense of aesthetics. Guidelines are given, such as the preferred dimensions, materials to be used and due date. A discussion on the role of the book jacket is also helpful. This protects a book and publishers use it as a selling tool. Tell students that a great deal of thought goes into a book cover's design as it is the initial contact a potential reader will have with the text.

"Tell students that a great deal of thought goes into a book cover's design as it is the initial contact a potential reader will have with the text."

4. Analysis: The book jackets are hung in the classroom and then analyzed. This can be done formally or informally. When completed students are asked to discuss them in an open forum.

a) How does the book jacket relate to the overall text? Is there an obvious connection? b) If recognizable images are used, are they relevant and/or successful? If the book jacket is done abstractly, why? C) Discuss the use of color, design elements, fonts selected and text used. This is critical for pronunciation, developing vocabulary, teaching how to honestly and constructively give criticism and perfecting public speaking skills.

5. Evaluate: Students are asked to vote for their favorite book jacket based on the following criteria:

a) Best use of themes or ideas raised in the text b) most creative c) best design effort and d) the book jacket most likely to encourage someone to buy/read the book. It is also beneficial to display the book jackets somewhere prominent where everyone can view them.

6. Synthesis: Students must write a short composition explaining their aesthetic choices to gain credit. They must discuss how they constructed the jacket (process) and why they made specific stylistic choices (rationale). Book jackets are graded on the sophistication of the student's ideas and on his/her effort. The creation of these book jackets increases the students' interest in the text and also challenges the students to relate to the text in a variety of complex and critical ways. Once the student understands the text, he then has to understand his position toward this work. By utilizing mixed media (oral and written word and the visual), the student has been asked to integrate his skill-base into something larger and more meaningful than a simple book report.

It may take a little more time to complete a text, but the results are worth it, for the student and the teacher who believe in nurturing independent critical thinking. ■

Carole Allen Poppleton teaches at the Maryland Institute, College of Art, Baltimore, MD

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Dr. Isabel Schon, Director

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☐ **July 28-30 — Traditional Literature from Latin America for Children and Adolescents/ Literatura Tradicional de Latino América para Niños y Jóvenes.** Introduction to pre-Hispanic and colonial myths and legends from Latin America for children and adolescents. (Three-day workshop to be conducted in Spanish. $115.)

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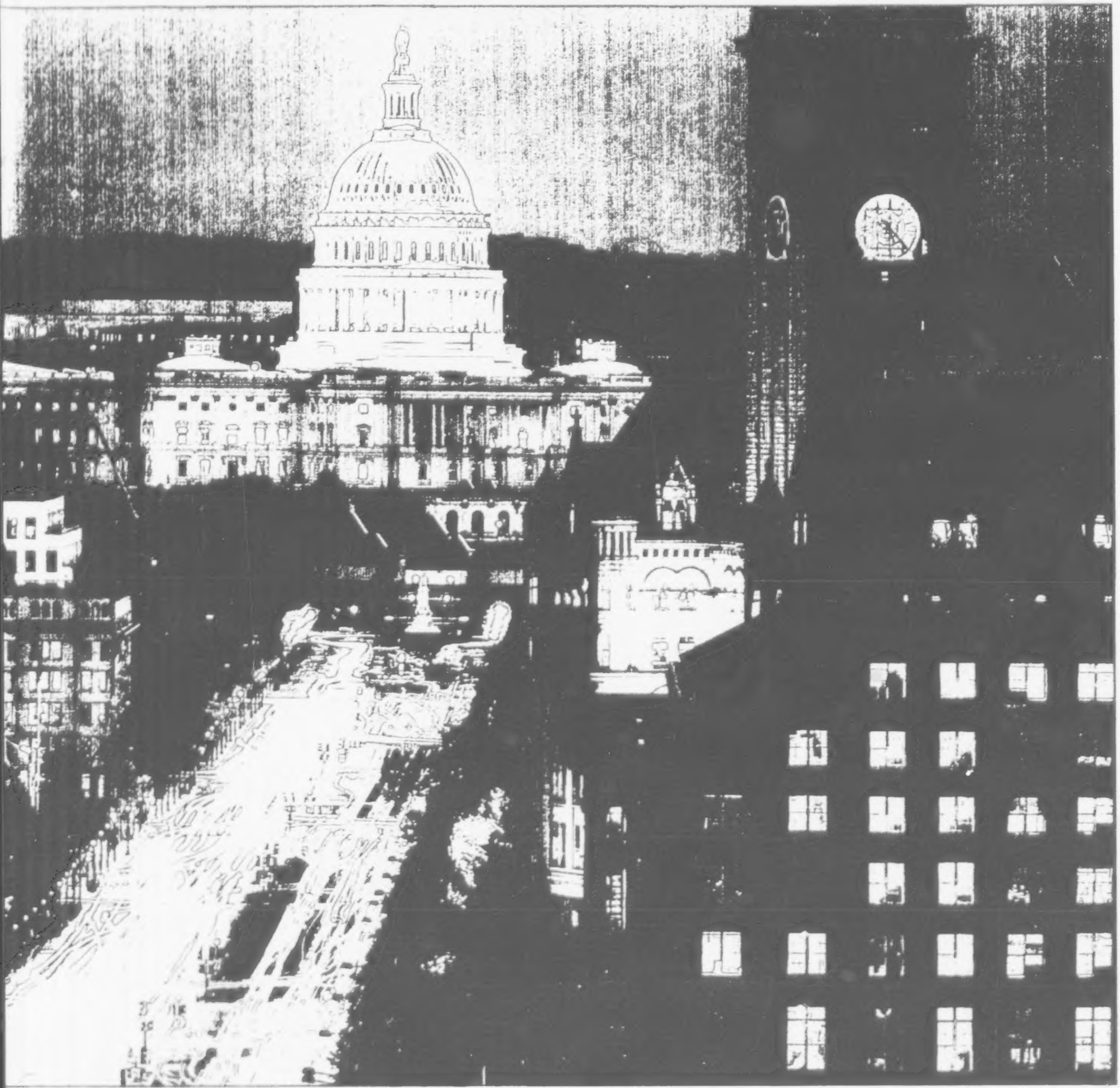
Voices of the U.S. Senate

Steven Donahue examines the pronunciations and verbal pyrotechnics as practiced by Senate lawmakers in Washington, D.C. and suggests ways to use the dialect diversity of America's legislators as material for the second language classroom

Language of Democracy

Democracy in action offers a multitude of lessons for the second language classroom. Exploring the voices of U.S. Senators can offer fruitful classroom windows into U.S. geography, regional pronunciations, slang, and history. The voice of the United States Senate, "the world's greatest deliberative body," has co-evolved with advances in the media and resounds from sea to shining sea as part of America's popular culture. In a recent *West Wing* television episode, the staff of President Josiah Bartlett (played by Martin Sheen) waits impatiently for a stubborn Senator to yield the floor as he stages a marathon filibuster hoping to stave off a vote on the White House Family Wellness Act.

Washington 1789-1797
J. Adams 1797-1801
Jefferson 1801-1809
Madison 1809-1817
Monroe 1817-1825
J. Q. Adams 1825-1829
Jackson 1829-1837
Van Buren 1837-1841
W. Harrison 1841-1841
Tyler 1841-1845
Polk 1845-1849
Taylor 1849-1850
Cleveland 1885-89 1893-97
B. Harrison 1889-1893
McKinley 1897-1901
T. Roosevelt 1901-1909
Taft 1909-1913
Wilson 1913-1921
Harding 1921-1923
Coolidge 1923-1929
Hoover 1929-1933
F. Roosevelt 1933-1945
Truman 1945-1953
Eisenhower 1953-1961



Pierce 1853-1857
Buchanan 1857-1861
Lincoln 1861-1865
A. Johnson 1865-1869
Grant 1869-1877
Hayes 1877-1881
Garfield 1881-1881
Arthur 1881-1885
L. Johnson 1963-1969
Nixon 1969-1974
Ford 1974-1977
Carter 1977-1981
Reagan 1981-1989
G. H. Bush 1989-1993
Clinton 1993-2001
G. W. Bush 2001 -

Early travelers to America noted the 'purity' of the English in Colonial times. Later, visitors noted distinct dialects between the Yankee North and the plantation accents of the South. In modern times, the Standard English as spoken on radio and television has not eliminated America's dialect diversity. And this is particularly true on the Senate floor where Yankee twangs, Southern, Midland, and Western and other regional markers form a varied verbal tapestry that occasionally speaks in one united voice. As Alexis de Tocqueville predicted in his *Democracy in America* in 1835, "[To] the

continued p.26

spoken language that attention must be paid [by] which the idiom of an aristocratic people may undergo when it becomes the language of democracy."

No two senatorial voices have sounded identical, since the first session on April 1, 1789, of the nearly 2000 U.S. Senators who have served in 107 Congresses. And those thousands of Senatorial voices represent a grand operatic snapshot of America's regional accents, expanding demographics, and class struggles that have been declaimed in uncountable speeches. The oratory of women and minorities, once muted and strangled, now echoes in the historic chamber.

Lend Me You Ears

Connecticut's first Senator, Roger Sherman, the only person to sign all four of the major American historical documents–the Declaration of Independence, the Articles of Confederation, the Constitution and the Articles of Association, once supposedly proposed that Great Britain abandon its own English language. "It would be more convenient for us to keep the language as it is and make the English speak Greek," said Sherman as a tactical ploy to defeat a rabidly patriotic language motion. But America's language was set in stone just six years after the Constitution took effect when Congress deliberately rejected a request to publish copies of federal laws in German. There were other language radicals in the early Senate as well. Senator Samuel Mitchell advocated the Americanization of children's nursery rhymes, proposing this non-Anglo version of *Sing a Song of Sixpence*:

> *And when the pie was opened*
> *The birds they were songless;*
> *Now, wasn't that a funny dish*
> *To set before the Congress!*

"Hamming It Up"

"Ham," a turn-of-the-century Senator named J. Hamilton Lewis, even had an earlier career as a Shakespearean actor. Senator Lewis would come to the Senate floor donning wigs, beige waistcoats, and mauve gloves for his legislative performances. In today's Senate, the thespian analog of "Ham," is probably Senator Thompson (R-TN), who once said life in Washington made him "long for the sincerity and realism of Hollywood." His roles in 18 movies have included a CIA chief, a FBI director, a White House chief of staff, as well as some explicit villains in box office hits like *Die Hard II* and *The Hunt for Red October*. Senator Thompson is retiring from the Senate in January 2003 and will be playing a conservative district attorney on NBC's long-running series *Law & Order*.

The oral nature of the Senate is not immune to linguistic change. As Donald Ritchie, the associate historian at the United States Senate Historical Office and author of *Press Gallery—Congress and the Washington Correspondents*, points out, "In the days of radio, people could detect which Senator was speaking by knowing their regional dialect or idiosyncratic pronunciation." Ritchie notes that in the visual society, "With the advent of TV journalism, people seem to pay less attention to the actual voices of the Congress." However, Ritchie thinks that, "Evolve might be a better word than decline for the change in the type of speeches heard nowadays." This oratorical watershed began with Senator Kefauver's (D-TN) 1957 televised anti-crime hearings on the Mafia—so many Senators now save the verbal fireworks for the Sunday talk shows.

Senators can employ a wide repertoire of speech and voice tricks for their presentations. Tricks include reverse ordering of words (anastrophe), personification (prosopopoeia), word-shunting (paronomasia), repetition (anaphora), anecdote, tall-tale, and epigram (see table opposite).

A Single Voice

While watching long-winded speeches is no longer America's spectator sport, September 11, 2002, perhaps marks the new center of gravity for Senate oratory. A year before, the Capitol was emptied in what seemed an-end-of-the-world panic. By nightfall, Congress regrouped as a single voice, as a chorus to sing *God Bless America*, the unofficial song for that day of infamy; now, unofficially called Patriot's Day.

The coalesced voices of the Senate invoked the Bible, Lincoln, Elie Weisel,

Speech Trick	Classical Name	Example
Reverse Ordering	(anastrophe)	"Matter too soft a lasting mark to bear" (Alexander Pope).
Personification	(prosopopoeia)	Flowers danced about the lawn.
Word-shunting	*(paronomasia)*	Casting my perils before swains
Repetition	*(anaphora)*	We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills"(Churchill)
Pithy saying	(epigram)	"No one ever went broke underestimating the intelligence of the American people." (H.L. Menken)

The Lincoln Memorial (left) in Washington, DC and some popular speech ploys of the Senate.

Churchill, and even Milton's *Paradise Lost* on the year anniversary of September 11, 2001. Voices called out for remembrance, revenge, and resolve. Senator Dorgan (D-ND) quoted Shakespeare's teary sigh, "Grief has changed me since you saw me last," and recalled a vow to an exhausted Pentagon firefighter with bloodshot eyes:

Firefighter: Senator, you must promise me to do one thing.

Sen. Dorgan: What's that?

Firefighter: Get them. Get them. If you do not get them, they will do this to our country again.

What would a good speech be like with out an accompanying prop? Anticipating the Civil War, in January 1850, Senator Clay waved a fragment of George Washington's coffin, "as a warning voice, coming from the grave," predicting that the dissolution of the Union would lead to a war, "[...] so furious, so bloody, so implacable, so exterminating [...] was ever conducted." Current Senators are certainly not empty handed. Senator Dorgan has brandished part of the wing strut from a Soviet backfire bomber to point out the importance of continuing to control nuclear proliferation in the war against terrorism.

Of course, there is a growing list of Senate exspletives over the years. Wayne Morse (D-OR), a marathon speaker, once blasted Homer Capehart (R-IN) as "a rancid tub of ignorance." Senator Tom Connelly (D-TX) once compared a Republican critic of FDR, Senator Lester Dickinson (R-IA), to "a swamp owl—the more light you throw around him, the blinder he gets."

The Digitization of Oratory

The oratorical torch has passed to a new generation, the digital age. Senate historian Donald Ritchie observes, "I'm not sure there would be much of an audience these days for the typical nineteenth-century speech. Senate debate language has grown more informal, and in some cases more technical and television has taught politicians to speak in brief, colorful sound bites."

Addressing this linguistic change in a 1998 Memorial for the late Senator Albert Gore Senior (D-TN), former Vice-president Al Gore recalled his father's unusual pronunciation of certain words. For example, instead of the noun 'wound,' he always said the verb 'wownd.' Gore recalled, " I used to challenge him on the words I was certain he mispronounced, but invariably, the dictionary also contained his preferred version, with the italic note *archaic*." Al Gore also recalled his father's Senate speeches. "When Senator Gore spoke on the Senate floor, the cloakrooms emptied, the galleries began to fill, and the [Senate] pages sat in rapt attention."

Roger Sherman, looking down the centuries might be amused to see how un-aloof the Senate now is from popular culture. He would be surprised at Ken Burns' 1988 film entitled *The Congress,* which compressed a day of talk on the 'Hill,' revealing the enormous dialect diversity of America's legislators. Roger Sherman would probably be amused to view Lieberman's office, where photos show the Connecticut Senator hugging a purple Barney the Dinosaur, the Cookie Monster, and also crooning out Frank Sinatra's "My Way," in a warbling voice on the *Conan O'Brien Show.* ■

Steven Donahue is features editor of *Language Magazine.* For a commentary on the individual voices of the Senate, please visit the *Language Magazine* website at www.languagemagazine.com

From Pulgarcito to Shakespeare

Isabel Schon advises teachers on the best books for engaging Spanish-speaking readers

If our goal is to engage Spanish speakers into the world of reading, we must offer them books that they can read and understand (Schon, 2000). We must avoid dull books that spoil the pleasure of reading (Schon, 1996) or books poorly translated into Spanish that do not reflect the clarity and spirit of the Spanish language (Penny, 1991).

There is an agreement among second language educators that skills and knowledge learned in the native language transfer to the second (Krashen, 1993). Through a careful selection of high-quality books in Spanish, education can occur through both language arts and content area studies in the students' native language (Gonzalez, 1998). Reading content and contexts should be organized to provide Spanish speakers with opportunities to build and maintain their native language while they are encouraged to function in an English-language environment.

The following recently published books in Spanish are sure to find eager readers among Spanish-speaking students in search of just the right book at a particular time in their lives. I have indicated a tentative grade level for each book, but the individual students' Spanish reading ability, interest, taste, and purpose should be the main criteria for determining the true level of each book.

Fiction

Milne, A. A. ***Historias de Winny de Puh: Winny de Puh, El Rincón de Puh. (Stories of Winnie-the-Puh: Winnie-the-Puh, The House at Pooh Corner)*** **Illus: Ernest Shepard. Translated by Isabel Gortázar and Juan Ramón Azaola. Madrid: Valdemar, 2000. 351p. ISBN: 84-7702-312-3. $23.95. Gr. 4-6.**

Milne's classic tales about his son, Christopher, the good-natured bear, Winny de Puh, and Porquete, a shy pig, are followed by El rincón de Puh (The House at Pooh Corner), which introduces Tigle, a new and amusing character. Spanish speakers from the Americas will enjoy this exquisite edition with Shepard's always-endearing, full-color illustrations that allow children to laugh at themselves, Christopher, and his animal friends.

Fantasy

Bécquer, Gustavo Adolfo. ***Siete Leyendas y Una Carta. (Seven Legends and One Letter)*** **Madrid: Anaya, 2001. 181p. ISBN: 84-667-0624-0. pap. $9.95. Gr. 7-10.**

Bécquer, widely acclaimed Spanish romantic poet of the nineteenth century, is also known for his legends, characterized by highly fanciful and supernatural elements. In these fast-paced narratives, set

amid temples, ruins, and cemeteries, he writes about true love, passionate fears, and the search for perfection. Also included are a well-written introduction, literary notes, and suggested exercises.

Folklore

Cardeñoso, Concha, adapt. *Cuéntame un Cuento 4: Cuentos de Perrault. (Tell Me a Story 4: Perrault's Tales)* Illus: Bernadette Cuxart. Barcelona: Timun Mas/Grupo Editorial Ceac, 1999. 93p. ISBN: 84-480-1602-5. $17.95. Gr. 3-5.

Like the previous titles in this wonderful series of timeless tales, this includes eight of the most popular Perrault stories—"El gato con botas" ("Puss in Boots"), "Piquet el del Tupé" ("Ricky with the Tuft"), "La Bella Durmiente del bosque" ("Sleeping Beauty in the Woods"), "Las dos hermanas y el hada" ("The Fairies"), "La Cenicienta" ("Cinderella"), "Los tres deseos" ("The Three Wishes"), "Barba Azul" ("Blue Beard"), and "Pulgarcito" ("Tom Thumb"). The lively, easy-to-read text and the contemporary watercolor illustrations add an updated look to these longtime favorites. Some readers/listeners in Hispanic America will object to the Peninsular Spanish conjugations (comáis, queréis, id) in some of the stories, most notably in "El gato con botas."

History

Bramwell, Martyn. *La Exploración de los Polos. (Polar Exploration)* Illus: Marje

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LVIGI D'ESTE
CARDINALE
DOCTOR
OXFOR
Sir!
It is my ambition to
let the world know upon
what score it is that I do
specially honour men. It
is not Sir (as they are
high born Heirs of the great potentates,
for which most honour them, and upon
which account I also shall not deny them
their due) but

from p.29

Crosby-Fairall and Ann Winterbotham. Translated by Fernando Bort Misol. ISBN: 84-348-6404-5.

Langley, Andrew. *Un Castillo en Guerra. (Castle at War)* Illus: Peter Dennis. Translated by María José García-Orad. ISBN: 84-348-6361-8.

Ea. vol.: 48p. (Saber) Madrid: Ediciones SM, 1999. $15.95. Gr. 5-8.

Originally published as DK Discoveries by Dorling Kindersley, London, these include numerous clear photographs, detailed artwork, and a brief informative text. From dogsleds to airplanes and submarines, polar explorations throughout history are vividly recounted in *La Exploración de los Polos*. Readers are invited to witness the storming of a medieval fortress in *Un Castillo en Guerra*. Other titles in this series, *Pompeya (Pompeii)* and *Tutankhamón (Tutankhamen)*.

Literature

Casona, Alejandro. *Retablo jovial. (Cheerful Collection)* Illus: José María Ponce. Madrid: Grupo Anaya, 2001. 174p. ISBN: 84-667-0633-4. pap. $6.95. Gr. 9-adult.

Written by Alejandro Casona, one of the best-known contemporary Spanish playwrights, these five farces testify to his everlasting appeal. The first three—"*Sancho Panza en la ínsula*," "*Entremés del mancebo que casó con mujer brava*," and "*Farsa del cornudo apaleado*"—are parodies based on the works by Cervantes, Juan Manuel, and Boccaccio; the last two are based on traditional beliefs. Despite the Peninsular Spanish pronouns and conjugations, Spanish speakers from the Americas will definitely enjoy reading or performing these five humorous plays with highly improbable plots, exaggerated characters, and a fresh, simple style, full of colloquial expressions. Adolescents will not be interested in the suggested didactic activities at the end.

Lamb, Charles, and Mary Lamb. *Cuentos de Shakespeare. (Tales From Shakespeare)* Illus: Elizabeth Shippen Green Elliott. Translated by Adán Kovacsics. Barcelona: Alba Editorial, 2000. 286p. ISBN: 84-8428-048-9. $25.95. Gr. 7-10.

Maintaining Charles and Mary Lamb's understandable prose, this fluid Spanish rendition introduces Spanish speakers to twenty of Shakespeare's most popular comedies and tragedies. Like the original English abridgment, this adaptation conveys the power and spirit of Shakespeare's plays through simplified plots. Attractive, detailed, color and black-and-white illustrations, done in 1922, effectively recreate scenes from each play.

Science

El Porqué de las Cosas: *Naturaleza y Ciencia. (The Picture Book of Knowledge)* Translated by José Luis Tamayo and Inés Martín. Madrid: Editorial LIBSA, 2000. 64p. ISBN: 84-7630-750-0. $22.95. Gr. 3-5.

Divided into three parts—"El mundo que nos rodea" (The Environment), "El cuerpo humano" (The Human Body), and "El jóven científico" (Physical Sciences)—this heavily illustrated, large-format publication with an easy-to read text includes two-page descriptions on such topics as forests, rivers, reptiles, plants, the digestive system, weather, and electricity. Originally published by Orpheus, London, this basic introduction to the world of science will be welcomed by reluctant Spanish-speaking readers. An index makes it even more useful.

On the Web—in English and "en Español"

For additional high-quality books in Spanish for children and adolescents, please visit the Barahona Center for the Study of Books in Spanish for Children and Adolescents' Web site, www.csusm.edu/csb/. Under "Recommended Books" users can query access our searchable database of commendable books in Spanish for children and adolescents published around the world. More than 6,000 in-print books that deserve to be read by Spanish-speaking children and adolescents (or those who wish to learn Spanish) are in the database. These books have been selected because of their quality of art and writing, presentation of material, and appeal to the intended audience. To provide equal access to the Spanish-speaking world, bibliographic information, grade level, subject headings, and a brief description of each book are available in both English and Spanish. Weekly updates of recent titles are provided. ■

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Isabel Schon, Ph.D., Director and Founding Faculty, Barahona Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos.

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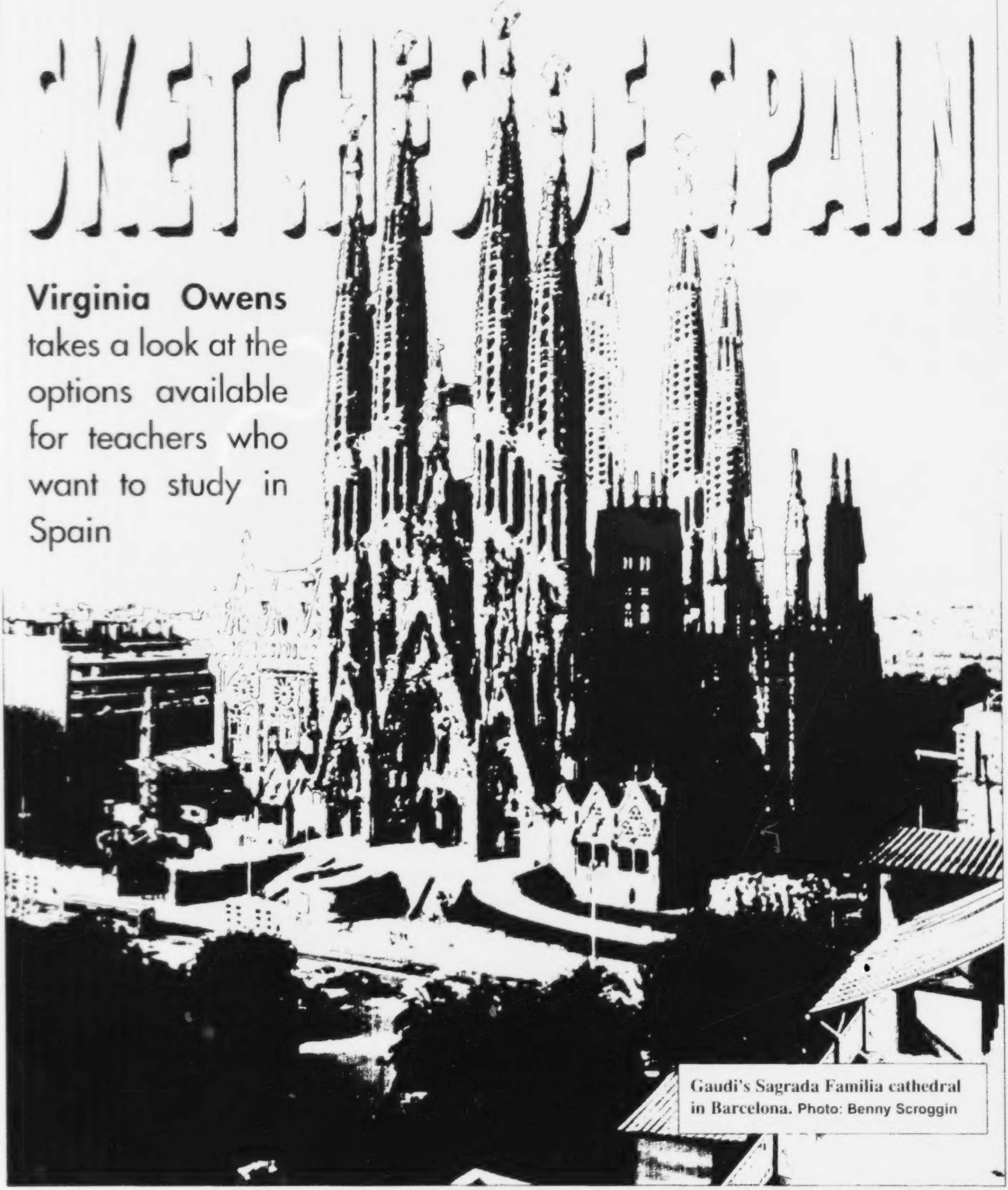
SKETCHES OF SPAIN

Virginia Owens takes a look at the options available for teachers who want to study in Spain



Gaudi's Sagrada Familia cathedral in Barcelona. Photo: Benny Scroggin

Thinking of studying in Spain next year? Why not! What could be more perfect for a teacher than to pursue a love of the Spanish language while being immersed in its environment and culture?

Traveling to Spain for a short professional development course is a popular option for many Spanish language teachers. There is a wide choice of courses available tailored to suit most needs–and budgets!

Perhaps the first–and most important–decision is choosing a place to study. If you like cities, you could head for Madrid. Although Madrid can be hot in the summer, it is a popular destination for teachers because of the wide range of cultural activities on offer and the opportunity to explore a vibrant capital city. Other possible urban destinations include Barcelona and Seville. There are university towns like Salamanca and smaller, more intimate, locations to choose from. Then there is the choice of program itself. Many schools offer courses of two or four weeks in length. Remember that a two-week refresher course will fly by and you may end up regretting that you didnit book for a month's stay! It is a good idea to ask the school how many other teachers will be participating on the course. Groups of around 5-10 people are common. Some schools offer one-to-one tuition which can prove to be useful–although more expensive –especially for novice teachers.

> "When you are making your inquiries be honest and let the school know what stage you are at in your knowledge of the language and what you hope to achieve by taking a course."

Courses are offered at all levels for teachers of young learners through to college and mature students. Also, schools recognize that levels of Spanish language proficiency among teachers themselves can vary quite considerably–when you are making your inquiries be honest and let the school know what stage you are at in your knowledge of the language and what you hope to achieve by taking a course. Note that methodology for teaching young learners (roughly K-6) requires a specialist approach and you should ask if the school is experienced in the appropriate pedagogy if you teach at this level.

A typical course is designed around workshops. These are constructed with specific goals in mind, for example, teaching strategies, creating your own support materials and incorporating cultural content in the classroom. In some schools (and this is even more true in the universities) classes can be a little stiff and formal. One teacher reported that all her queries about the finer points of Spanish grammar were answered by one venerable lecturer with the phrase, *Asi es*. But this attitude is the exception rather than the rule.

Think next about the type of course that you want to take. Do you want to work towards obtaining a formal qualification like a certificate or even a masters degree? Or are you looking for a more informal course where you can brush up on your knowledge of the language?

Certificate courses are becoming a popular option for non-native language teachers. The DELEs (Diplomas de Español como Lengua Extranjera / Diplomas of Spanish as a Foreign Language) are administered and recognized by the Spanish Ministry of Education. The Instituto Cervantes is responsible for organizing the exams, while the University of Salamanca is in charge of the preparation, correction and final evaluation of all the tests.

The DELEs are divided into three levels depending on language proficiency:

C.I.E: (Certificado Inicial de Español). Intermediate-mid/threshold level. This level requires sufficient knowledge of the language to allow control in situations which require an elementary use of the language.

D.B.E.: (Diploma Básico de Español). High-intermediate level. This level requires knowledge of the language to allow communication in everyday situations which do not require specialized terms.

D.S.E: (Diploma Superior de EspaÒol). Superior level. This level requires an advanced knowledge of the language allowing communication in all situations.

Many Spanish language schools offer DELE preparation courses which usually commence about a month before the examination date.

If you are thinking of taking a refresher course without sitting for an exam, there are plenty of options open to you. Courses are usually two or four weeks in length. Take a longer course if you can, because most of the first week will be spend acclimatizing. Usually, you will be given an evaluation form by the school which includes a short test designed to reveal your knowledge of Spanish.

Schools offer different course levels. Three typical options might be:

Option 1: For teachers–often of students at the elementary levels–who have an intermediate level of Spanish and are therefore more interested in improving grammar than methodology.

Option 2: For students interested in becoming teachers of Spanish as a Foreign Language, who need to increase their knowledge of the Spanish language and also need more practical experience of teaching methods.

Option 3: For Spanish teachers who have a very advanced level of Spanish and therefore do not need any grammar lessons. This course is for those who want to improve their teaching methods and their knowledge

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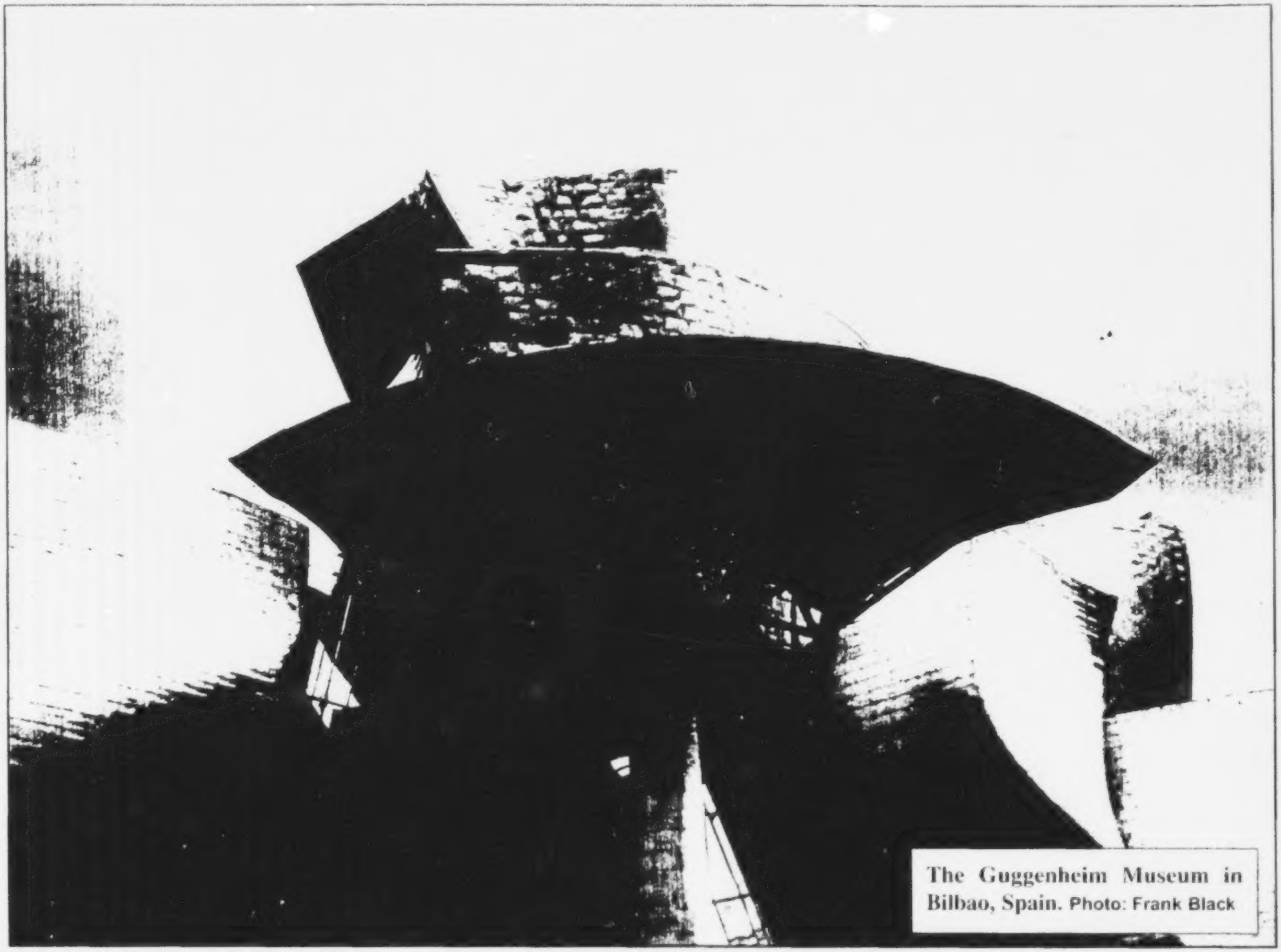


The Guggenheim Museum in Bilbao, Spain. **Photo: Frank Black**

from p.33

of Spanish culture and traditions.

Subjects covered can include Spanish grammar, Spanish as a Foreign Language: techniques, resources, classroom management, general topics of Spanish culture (literature, history, traditions), conversation and round tables about general affairs concerning Spain.

You should apply for a course at least a month before it is due to begin. One member of staff should speak English if you need to use it when making your booking. Course fees are pretty much the same among the proprietary language schools although some programs operated through offices at American universities can be spendy. These programs offer more in the way of support for the teacher but you do risk being surrounded by fellow Americans and missing on the complete cultural experience. As a very rough guide expect to pay 1500 euros for a two-week course of 20 hours a week.

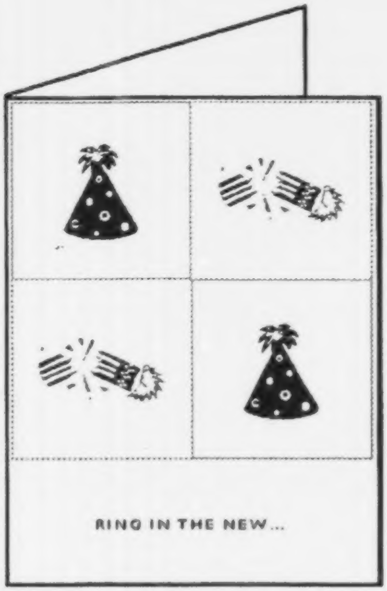
In many cases, your course does not end when you complete your studies and return home as professional consulting is often made available to teachers after they return to the States

Teaching Spanish is a serious business in Spain, a country where educators in all subjects are accorded a respect that is sadly lacking in the U.S. Teachers returning from Spain have commented on the cultural dimension of living and studying in Spain. According to middle school Spanish teacher Tina Kay, who studied in Seville over the summer of 2001, the cultural experience proved to be a vital component of the training course. "The whole experience was focused on learning about Andalusia and everything about it including art, history, politics and society. My enthusiasm for Spain and all things Spanish has certainly rubbed off on my kids!"

For many teachers studying in Spain, staying with a host family proved to be the highlight of the trip. Jane Goodman said, "My family were just wonderful. The mother took me under her wing and offered me advice on a whole range of topics including how to style my hair–and how to find a new husband!" Mary Reger took her seven-year-old daughter, Megan, to Cadiz with her. "My host family fussed over Megan as if she were their own daughter. While I was at school, Señora Maria took her to the park where she made a lot of friends and learned just as much Spanish as I did!" Teachers planning to travel to Spain with children of their own should ask if the school provides child care during the day. Many centers are geared up with their own crèches and you might find that your child has been absorbing the language while playing with the local kids. Of course, you will be expected to inform your host family that you are bringing a young person with you.

Whatever you goals are, a training course in Spain should meet your needs. So my advice for Spanish language teachers is: Take two trips to Spain next year– one with your students– and then one for yourself! ■

Virginia Owens teaches Spanish at elementary school in New Haven, Connecticut.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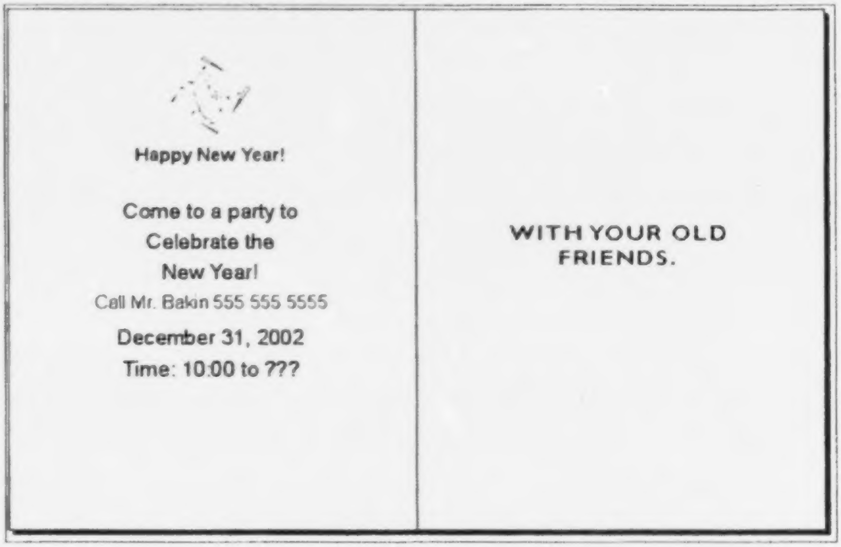
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Lessons for the One-Computer Classroom

Project #15: "RSVP"

A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform.
For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Project number 15 provides good practice writing and responding to an invitation. First, students will create invitations to their own event using *Microsoft Publisher* or other similar program. After the invitation is finished, they "send" it to another student in class. That student then needs to respond using the appropriate language for either acceptance of the invitation or the appropriate language to politely respond negatively. The project can be used with a wide range of class levels by requiring different tasks as appropriate. A beginning level class might only adapt an invitation you've created, thus practicing writing their own address or phone number and answering simple yes/no questions. Intermediate students can create their own invitation and practice a simple conversation about the invitation. More advanced students can role-play a telephone conversation using the appropriate modals to accompany a polite denial.

Step One—Prepare your model document. Create an invitation with Publisher (or other similar program). The invitation should look something like the illustration. I like to use the folded-over-in-quarters format so that the invitation can be printed on a standard $8^{1/2}$" by 11" sheet of paper.

Remember to include all of the information you want your students to practice: a phone number, an address, the time of the party and the reason for the party.

Step Two—Introduce the project to the students. Describe the project in general terms and show the students the model. Review the steps necessary to create the invitation

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using *Microsoft Publisher* or a similar program that you have available. One feature of *Publisher* is that it offers several ready-made templates for invitations. Your students will only have to pick one and adapt it by replacing the existing information with their own information.

Step Three—Students work on their invitations. When they bring you their invitation to check, take a look at the entire project to see if any adjustments or corrections are needed. If corrections are needed, print out a copy, make notations on the printed-out project and return it to the student. If no corrections are needed, make one copy to give to the student and one to display on the wall. (Create a section on the bulletin board and label it "Events.") Congratulate the student in front of the class and show everybody the completed work.

> "Remember, creating the invitations is only one part of the language component of the project. Responding to the invitations or talking about them is a crucial part of the exercise."

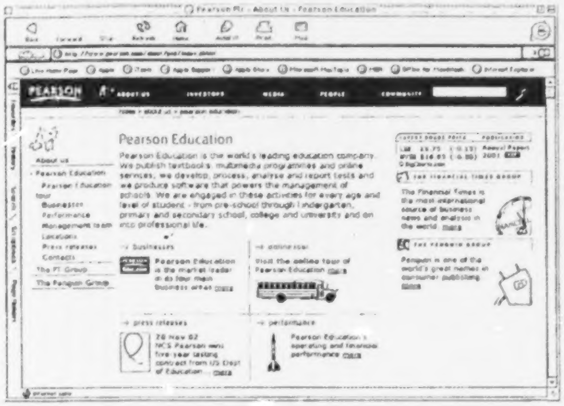
Step Four—Add a speaking component to the lesson by having students work in pairs or small groups after their invitations are finished. Each student "sends" his or her invitation to another student or group of students (they can make several copies) by addressing the invitation and depositing it in a class "mailbox". The instructor or a designated student can act as the "letter carrier" and "deliver" the invitation. Students who receive invitations can then either "call" or meet the student who has invited them to accept or decline the invitation. Alternatively, they can create conversations within their group in which they discuss the invitation they just received: "Tom invited me to his birthday party." "When is it?", "Next Friday evening at 7:30 p.m." etc.

This project can take anywhere from an hour or so to a day or two per student depending on the technical skills of the students. While the project is suitable for beginning level language learners, it would be advisable to make sure that students are familiar with common operations such as changing the size of text, changing fonts, and inserting images. Remember, creating the invitations is only one part of the language component of the project. Responding to the invitations or talking about them is a crucial part of the exercise.

Tips for working with computers and beginning students

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow. ■

Barry Bakin is an ESL teacher adviser and ESL teacher in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center.



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English Successful in 16 Countries

LONGMAN ENGLISH SUCCESS (LES), the online English language training provider for adults in schools and businesses, is now being used by clients in 16 countries from Sweden to Ecuador.

The acquisition of this wide range of international clients within just a few months of launch is the result of Longman's worldwide reputation, its extensive awareness campaign and its partnership with Connextions.net, which designs, develops and provides Web-based, multi-channel customer service in multiple languages to international customers.

Privately owned Connextions.net specializes in integrating and providing leading-edge eBusiness technology, Web-enabled customer service, fulfillment and supply chain management to clients including Nextel, Mercedes-Benz U.S.A., Olympus, EarthLink and JPMorgan Chase. They are providing the information technology consulting, development and integration services required to manage customer service and technical support online, as well as the multilingual staff to support customer inquiries in English and ten other languages - Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese and both Castillian and Latin American Spanish.

The program is designed to provide LES customers with flexibility and choice in how they get answers to their questions. Customers have the option of requesting technical support in their native languages via e-mail, text-based chat or the telephone. Additionally, there is an extensive multilingual knowledge database, enabling customers to consult a continuously updated self-help section with answers to frequently asked questions in each of the 11 languages.

"Connextions.net is helping us to develop a new kind of an e-learning environment," said Rick Altman, vice president of sales and operations for Pearson's Longman English Success division. "Their Web-based solution to a complex customer service challenge allows us to provide a truly customer-centric service to our international customers. Utilizing Connextions' Orlando-based contact center is a much more cost effective and attractive alternative to operating multiple centers in multiple overseas locations."

"Connextions.net is proud to work with Pearson and excited by the development of this truly ground breaking multi-lingual tool," said Jack Lefort, founder and CEO of Connextions.net. "Being able to recreate the same multi-channel customer support environment we usually provide in English, now in all these other languages is a great technical achievement, and we look forward to adding more languages to the program. This is exactly the kind of initiative we specialize in, using people-driven technology to improve business processes and help our clients focus on what they do best. We view the relationship with Pearson as a strong endorsement for our outsourcing services and solutions and the enterprise-wide value they bring." ■

New Program in Teaching English Online

AMERICAN BUSINESS ENGLISH Internet School (BizEnglish) is now offering its Certificate in Teaching English Online (CTEO). In the one-month course, participants will study and discuss online language teaching strategies, effective tools for online delivery, tracking and assessment systems, and a lot more. The final project is an opportunity to apply newly-gained knowledge to creating a web-based project to use with students.

The program has been developed by award-winning author, experienced ESL/EFL teacher trainer and founder of BizEnglish, Emily Lites, who described the experience, „It has been an exciting process to create and participate in this online training program. The discussions we have had in our pilot session reflect the tremendous interest in using web-based instruction to supplement traditional classroom-based teaching. The interaction and exchange of ideas is extremely valuable, and by the end, participants know how to create their own Internet-delivered activities including editing student work, creating exercises and puzzles, and simple voice recording and editing. All in all, it,s a powerful professional development experience that prepares ESL teachers to effectively integrate web-based learning into their classroom and to teach online.

The certificate program is intended for:

Teachers of English as a Second/Foreign Language (ESL/EFL) worldwide who want to teach English to international students and professionals online.

- English teachers who want to learn to use online teaching tools and combine teaching in their face-to-face setting with online components for a blended learning approach.
- Teachers who have limited online experience and want to expand their skill base and become familiar with online teaching/learning tools and issues.

Visit www.bizenglish.com/ for further information. ■

Brazilians Choose DLI

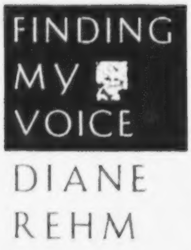
DISTANCE LEARNING, INC, a provider of Web-based solutions for the English language training market, and ECEL Idiomas, Inc., a leading EFL school based in Sao Paolo, Brazil, announced that they have joined forces to bring online EFL training to the Brazilian market.

"Brazil is the one of the most wired societies in Latin America and the demand for online education here is overwhelming", said Mauricio Neves, academic director of ECEL Idiomas. "ESL is the hottest subject in online education. To meet the demand, it was imperative that we partner with a provider that could offer us top notch content and technological expertise.

In partnering with DLI, we have found the best of both worlds." "We welcome ECEL as a Certified Distributor in bringing online English language training to the Brazilian market," said Stephen Cervieri, director of sales and marketing at DLI. "Together, we look forward to successfully meeting the demand for ESL in Brazil and beyond. The market is huge, and we expect ECEL to reap sizable benefits from its market leadership." ■

WONDERFUL DISCOVERY

Finding My Voice
Diane Rehm
Alfred A. Knopf, New York 2001.
ISBN: 0375401636, $25.00



IN *FINDING MY VOICE,* nationally acclaimed public radio host Diane Rehm tells a story of "true grit," as she struggles to find and keep her voice. The three distinct stages to finding the strength of her own voice were: as the daughter of English as a second language parents; breaking into radio broadcasting as a female; and overcoming a medical condition that has impacted her ability to speak and continue her radio career.

Diane Rehm's upbringing began in a first-generation immigrant and traditional Christian Arab household. Her father, Wadie, emigrated from Turkey around 1909 and soon ran a grocery store in Washington, D.C. Her mother, Eugenie, left the Middle East and married Wadie in the United States in 1929. Diane Rehm writes, "The transition to life in the United States can't have been easy for her." Of that culture shock, Rehm notes: " She [my mother] spoke fluent French and Arabic, but her English was what was once called 'broken.' That it was not perfect remained a source of embarrassment for her throughout life." Echoing the struggle-to-literacy faced by many children of immigrants today, Rehm recalls her almost book and text-less household: " What seems surprising to me now, as I look back, is that there wasn't a single book in the house other than the King James Version of the Holy Bible, which my mother read often. No one ever gave me a book, and I never purchased a book."

When Diane graduated high school in 1954, going to college "was absolutely out of the question." Her dream deferred, she settled into life as a house wife and mother, but in 1972, she began college. Her first course was New Horizons for Women, designed to help " women like me who were trying to figure out how to spend the rest of their lives." Rehm's famous career began with volunteer work at what was then a small public radio station in Washington: WAMU-FM., and eventually she had her own show heard by millions.

In 1992, Rehm began to experience "voice tremors" . In *Finding My Voice*, she recounts her battle with a rare neurological disorder, spasmodic dysphonia (SD), a condition that threatened to end her broadcast career. While searching for a diagnosis and treatment, she was temporarily off the air. Rehm describes SD: "It's a condition that creates a strangled hoarseness, fills my voice with tremors, and makes me sound like a very old woman." The treatment is periodic injections of botulinum toxin, which can leave her without a voice during the recovery process. In an effort to "educate others," in 1998, Rehm and her doctor, Susan Miller held the first meeting of a support group which is continued through the National Spasmodic Dysphonia Association.

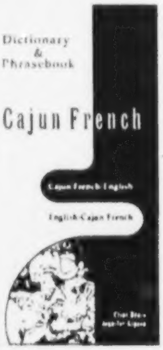
Finding My Voice is a touching story of overcoming life's obstacles, struggling to be heard and helping others to voice their opinions: whether the obstacles are newcomer status, gender, or physical limitations. ■

Steven Donahue is features editor of *Language Magazine*.

POCKET FULL OF KNOWLEDGE

Cajun French-English English-Cajun French Dictionary and Phrasebook
Clint Bruce and Jennifer Gipson
Hippocrene Books, Inc., New York 2002
$11.95

THIS POCKET-SIZED WORD list and introduction to the language and culture of contemporary French Louisiana occupies a useful middle position between dictionaries of Cajun words and expressions compiled by amateurs. The *Dictionary of Cajun French*, is currently being edited by a team of linguists led by Albert Valdman at the University of Indiana. This bilingual guidebook presents the disappearing language of heritage as a repository of communal culture that the people of southern Louisiana want to maintain even as the primary language of the area has shifted to English. *Cajun French-English English-Cajun French Dictionary and Phrasebook* is informed by an understanding of the principles of language structure and use.



There are alphabetical listings of Cajun French vocabulary with English equivalents and English vocabulary with Cajun French equivalents (e.g., *cinq-sous* m. 'nickel' and *palmetto* 'latanier' m.). Included are English-Cajun French equivalents topically with informative head notes for each section.

It lists Cajun French numbers, time expressions, words commonly seen on signs and menus, and frequent words (e.g., *asteur* 'now' and *ayou* 'where'). Pronunciation is to be inferred from spelling using a list of letter-to-sound correspondences. However, specimen sentences in the topical lexicon and in the grammar sometimes contain apostrophes or an explanatory note about pronunciation.

The lexicon is supported by a selective 20-page "Basic Grammar," which describes Cajun French as an independent linguistic system, not contrasting it with either International French or English. Bruce and Gipson caution that Cajun French is a group of primarily spoken dialects and that the grammar of the volume does not attempt to present all the varieties or make any claims about correctness.

To users who have had some schooling in International French, some features of Cajun French will be immediately noticeable. For example, the second person plural pronoun is *vous-autres*. This compact grammar also contains a list of the principal parts of common irregular verbs as well as many illustrative sentences in Cajun French with English equivalents. This is an excellent dictionary and phrasebook for nonlinguists seriously interested in the language. ■

Connie Eble is professor of English at the University of North Carolina, Chapel Hill.

Miriam Meyerhoff explores the English dialect of Hawai'i

Topics From the Tropics

Lawbreakers' lives would be spared if they could reach the Puuhonua o Honaunau heiau (Place of Refuge) on Hawai'i's Big Island before being captured. Photo: Lisa Devlin.

The young woman behind the photo counter at Long's drugstore in Mo'ili'ili wasn't taking especially long with my order, and it was actually quite nice to escape the mid-August sun pounding down outdoors. But for some reason, my three month old, Sam, wasn't happy. As his face scrunched up to let rip with a full blown howl, the woman serving us leaned over to him: "Sorry, baby, sorry", she crooned, drawing out each "sooory" in a sing-song. Two things about this epitomized Hawai'i. One was her orientation to and inclusion of even very little babies in day-to-day conversation; the other was the way she used 'sorry' as an expression of empathy, instead of as an apology. It was one of those moments when you are reminded that you really are in the Pacific when you are in Hawai'i. Many things are different from the Mainland, not least of which is the way people talk.

Like most things that are ubiquitous in Hawai'i today, English is a recent introduction. And also like most of the things that have been introduced—plants, birds, mammals—it has had a devastating effect on what was originally there. Despite the strength of Hawaiian right up until the end of the 19th century, and despite the subsequent introduction of other languages, English has taken over. English didn't become particularly widespread until after the overthrow of the Hawaiian monarchy and the annexation of Hawai'i by the United States in the last decade of the 19th century. In fact, the poet and naturalist, Adelbert von Chamisso, writing about his travels in 1815-1818, reported that, "Many Hawaiians understand a little English, but none of them have good command of the language, not even those who have worked on American ships (as many have)." As contact with English speakers increased, so did its use in the Islands. In the 1840s and 1850s, there are some initial reports of mixed or 'broken' English being spoken in various places, but at that time Hawaiian (a Polynesian language closely related to Maori, which was simultaneously being squeezed out of most public domains by English in New Zealand) was still remarkably vital. The Islands were still then an independent and internationally recognized country; Hawaiians were highly literate and had a rich oral tradition, so throughout the nineteenth century the pressure on newcomers to the Islands was to learn Hawaiian.

But as the plantation and grazing economies became more important, the demographics of the Islands began to change. More English-speakers took up permanent residence, and migrant work-

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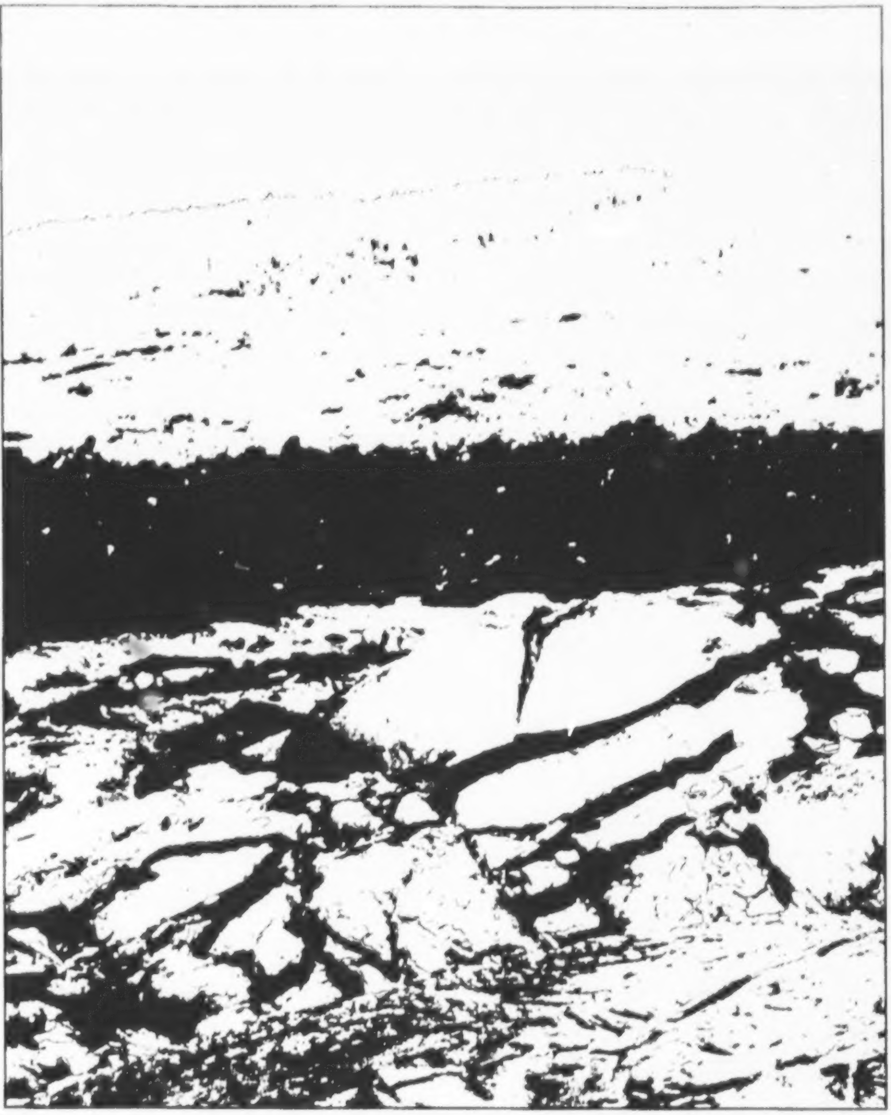
ers with other native languages began to arrive. The first to arrive came from China; subsequent migrations saw large numbers of Portuguese, Japanese, and Filipinos come for work, and many Haoles, or Whites, also prospered from the economic development of Hawai'i. In 1893 a coup led by a number of US businessmen took the head of the Hawai'i nation, Queen Lili'uokalani, hostage and in 1898 they formally annexed Hawai'i to the United States.

Indigenous Hawaiians, who today are fighting to hold onto their tenuous language and economic rights, are now far out-numbered by migrant ethnic groups. There have been some modest successes in revitalizing and providing institutional support for the language in recent years, and the *Pünana Leo* or 'language nests' are helping speakers of Hawaiian pass on their language to a new generation. There are some Hawaiian language medium schools which enable children to keep up their Hawaiian throughout their education, but fluent speakers of Hawaiian remain a small minority of the state's population, even within the ethnic Hawaiian community.

The English spoken by Locals today in Hawai'i is distinctive on many levels. Naturally, borrowings from Hawaiian make it stand apart. At least a couple of hundred borrowings are known and used in colloquial speech. They include words like *hula* and *'ukulele* which would be familiar anywhere in the United States, and words like *'a'a* and *pahoehoe* (types of lava) which are part of the international vocabulary of geology. Some Hawaiian words used on a day-to-day basis only in Hawai'i are *keiki* 'child', *kuleana* 'responsibility', *akamai* 'clever', *'äina* 'land', *kökua* 'care for, support', *tütü* 'grandmother', and *hulihuli* 'barbecue'. A good many relate to food—*liliko'i'*, *poi* 'pounded taro', *limu* 'seaweed', and *poke*, a Local-style of ceviche—this reflects the importance food has virtually anywhere as a way of defining and identifying with local culture. Even to say something tastes good, Locals use a borrowing from Hawaiian, *'ono* meaning 'delicious, tasty'.



A swath of rough a'a lava cuts through the relatively smooth billows of pahoehoe on Hawaii's Kiluea volcano. Photo: Daniel Norman.

However, even though these words all have a Hawaiian source, it's debatable whether you would want to say that these are borrowings from Hawaiian into English. That's because most of them have made it into Hawai'i English via Pidgin. This can be seen in some subtle changes of meaning. In Hawaiian, your *tütü* is either your grandmother or your grandfather, but in Pidgin and in general use in Hawai'i English its meaning has specialized to mainly refer to a grandmother.

Pidgin is the language spoken by most of the people who were born and grew up in Hawai'i. These are the people who think of themselves and are called Locals (which is why I have been using the capital 'L'; people are only called 'Hawaiian' on the Islands if they actually have Hawaiian ancestry). Pidgin is a creole that is based on English, but only in the sense that most of the vocabulary was taken from English. It's a language that took its shape in the mouths and interactions between members of the ethnic and linguistic mix that came together to work the nineteenth century forms of agribusiness. This means that even though

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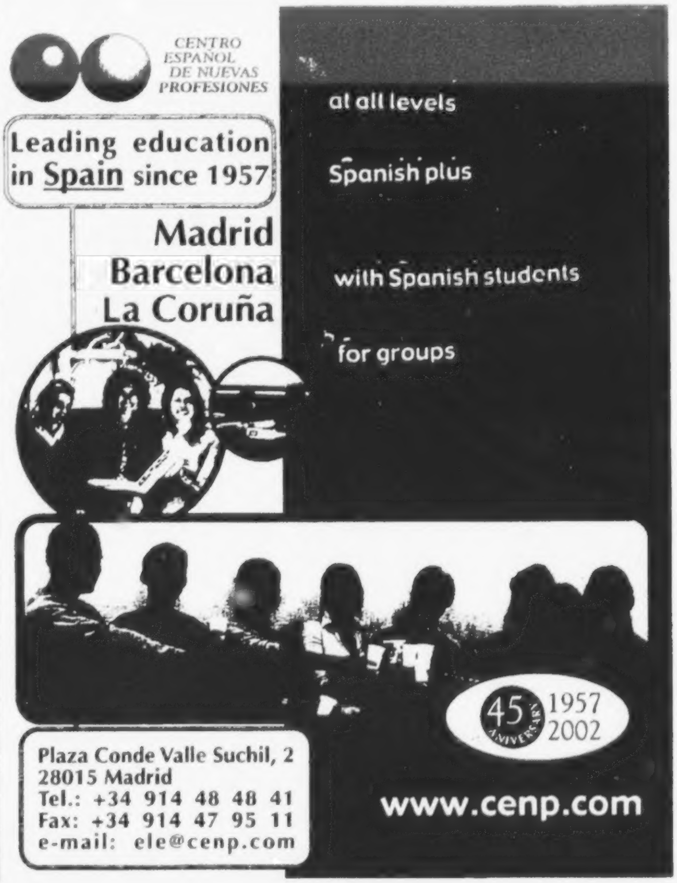

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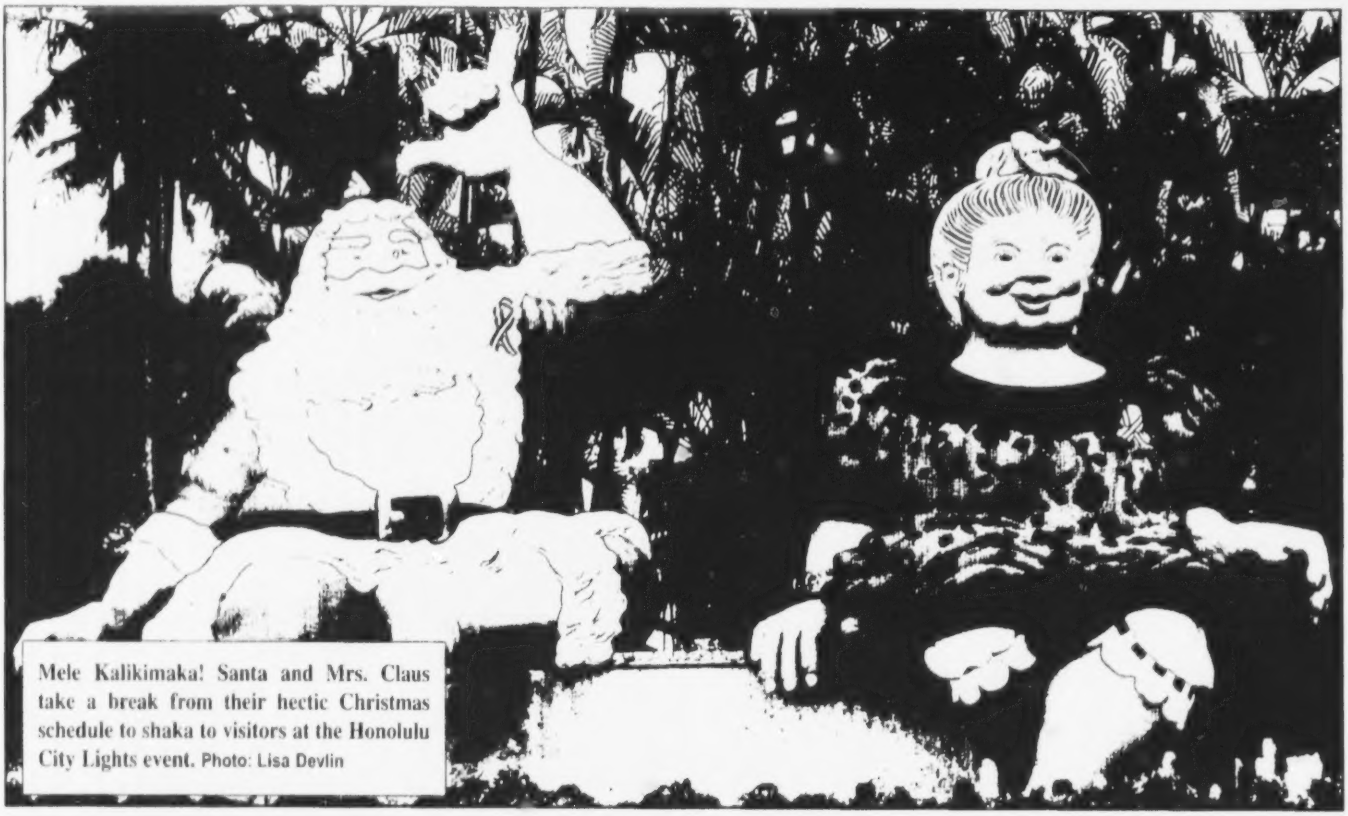

Mele Kalikimaka! Santa and Mrs. Claus take a break from their hectic Christmas schedule to shaka to visitors at the Honolulu City Lights event. Photo: Lisa Devlin

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Pidgin superficially looks like Standard English, the grammar of the language is very different. Unfortunately for many Pidgin-speakers, this superficial similarity fosters misconceptions that can disadvantage them at all stages of the education system.

There are a number of levels on which Pidgin differs from English. For one thing, there is a fairly distinctive Local accent. Locals use comparatively full vowels where Mainlanders would have a reduced vowel, a schwa, or no vowel at all. For example, the word 'button' has a full 'o' sound in the final syllable, and you will hear pronunciations like this even in relatively formal contexts, like when a computer programmer is explaining features of new web-based software to a journalist. This lack of reduced vowels in unstressed syllables often leads to differences in how words are stressed and changes the rhythm of Hawai'i English. For many Locals, the main stress in 'ceremony' falls on the third syllable *seraMOni*, and there are different rules for stressing compounds like 'volley BALL'.

In addition, the 'o' sound whether stressed or unstressed is more likely to be an unglided vowel than it is on the Mainland. In other words, instead of 'boat' sounding like *bowt*, or 'so' sounding like *sow*, in Hawai'i English, you get a long, steady 'o', *soo*. This is also true for the long 'e' diphthong in words like 'wait' and 'fate'. There is marked lip-rounding with the vowel in words like 'shoot' or 'rude' and Pidgin is one of the 'r'-less varieties of U.S. English. And syllable-final 'l' is almost invariably vocalized: you see signs advertising 'Loco' (i.e. 'local') food and the name 'Russell' is often spelled 'Russo' in Pidgin writing.

Mike Forman, who teaches linguistics at the University of Hawai'i at Mānoa, has suggested that another important accent feature of Pidgin is that Locals put their tongue right on the edge of their teeth when they say 'n' and 'l'. You can get some idea of how this sounds if you try almost biting your tongue when you say 'Nanakuli' (the name of a town on O'ahu). People often say Pidgin sounds 'softer' than other accents of American English and I suspect that this perception has something to do with these dental consonants, the 'l'-vocalization and the 'r'-lessness of Pidgin.

But pronunciation differences alone don't make a different language. Many of these pronunciation features typify Pidgin but they also occur when Locals are speaking Standard English. What makes Pidgin clearly a different language from Standard English are more fundamental properties of its grammar. Clear examples of this can be seen in the way Pidgin expresses time and manner relations with verbs[1]. A particularly striking difference is how the two languages use the base form of the verb. In Pidgin, the base form may be used to refer to present events, generic events, or even past events. Here is a good example of the last option from a story told to the linguist, Viveka Velupillai by a man from Maui:

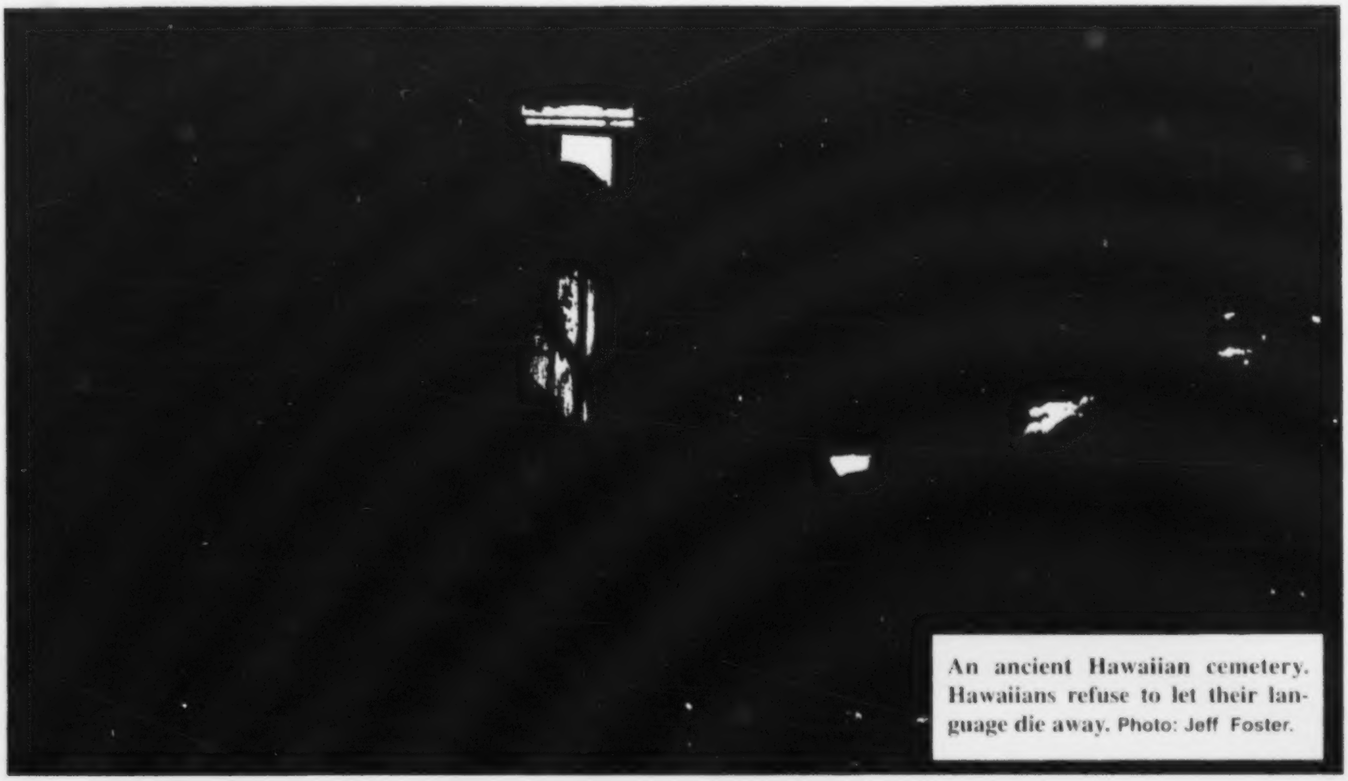
"Dis spri wen jamp intu dis wan gai, fal awntu da graun eriting"

'This spirit had jumped into this one guy, he [=the guy] fell onto the ground and everything"

Here, Pidgin uses the base verb *fal* 'fall' where Standard English would use the form marked for past tense.

The example also shows a unique feature of the way Pidgin marks the manner of an event. Velupillai found that *wen* forms (like *wen jamp*) are used when the event being discussed has some limit that's crucial to what's being discussed. In other words, the meaning of *wen* V forms is different from any single verb inflection or helping verb in Standard English.

Another feature of the verb phrase that



An ancient Hawaiian cemetery. Hawaiians refuse to let their language die away. Photo: Jeff Foster.

"Unfortunately for many Pidgin-speakers, this superficial similarity fosters misconceptions that can disadvantage them at all stages of the education system."

is considered highly stereotypical of Pidgin (both by Locals and outsiders) is the use of *stei* 'stay' as a helping, or an "auxiliary" verb. *Stei*, too, means something very different from any single verbal form in Standard English. Moreover, its meaning varies depending on what kind of the verb it combines with. When *stei* occurs with the base form, as in *hi stei wak araun*'he walks around' the meaning overlaps with the habitual and the continuous in Standard English. But when it combines with the -in(g) form of the verb, as in da *sista stio stei stanin bai da fon bu* 'the girl is still standing at the phone booth' or *hi stei reikin da livs* 'he was raking the leaves' there is a superficial similarity to the Standard English progressive. But the resemblance ends there. The way *stei* V-in forms are used in discourse shows that Pidgin *stei* V-in requires a greater focus on some idea of "now" than the progressive does in Standard English.

Pidgin also allows more subjects to be left out than Standard English does. This is particularly noticeable with existential sentences where Standard English requires a "dummy" subject, there (in this respect Standard English differs from many of the world's languages), e.g. 'There are still some places on the left', 'There's more than one way to skin a cat'. However Pidgin doesn't need a dummy subject here and instead you get sentences like, *At lis, __ get kompetishin* 'At least, [there] was a competition'. As the example with *fal awntu da graun* showed, Pidgin also allows speakers to leave out the subject when it refers to a person, and the constraints on when you can and can't do this are rather different from the constraints in Standard English (where it is really only acceptable with the same subject across co-ordination, 'Yves Klein liked blue a lot and __ painted mesmerizing work in it').

Finally, negation is expressed according to different rules. As with the dummy 'there' subjects, Pidgin negation manages without the material required in Standard English, specifically, the auxiliary verb 'do'. Pidgin can simply negate a verb by prefixing it with *no* (or *neva* in the past). So Standard English 'We didn't like to play with him anymore', is *wi neva laik plei wit him no moa* in Pidgin.

This rough sketch gives you some sense of what Pidgin is like as a language, but as I draw it to a close I find myself wrestling with some dissatisfaction. I feel like I have ended up further away from the reality of Pidgin than I was with the anecdote at the start. A real problem with brief outlines like this is that they give a pretty disembodied picture of a living and changing language. The ideal palliative to this, of course, would be for every reader to go to Hawai'i and find out first-hand what English is like there. But since for most people that's not an option, perhaps the best way to really savor how Pidgin sounds and differs from Standard US English is by reading some of the Local writers—search

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out names like Lois-Ann Yamanaka, R. Zamora Linmark, Darrell Lum, and Lee Tonouchi.

Some of them make concessions to their wider audience and tailor the syntax of their Pidgin accordingly, but even so, this literature will open your eyes to a Hawai'i that transcends the mass-marketed fantasies of swaying palms on beaches, swaying hips on hula dancers, and endless sunny days reflected in sunny smiles. To be sure, there are aspects of that in Hawai'i, but it is also a place where real people live real lives, quietly and defiantly defining themselves as different from the rest of the United States. It is also a place where an entrenched history of multilingualism and the oppression of the indigenous language Hawaiian mean that language openly functions as both a resource and a commodity.

But the best reason for reading the Local literature is that not only does it give you an idea of what Pidgin actually is, it also gives you an idea of the more evanescent aspects of language use that are impossible to cover in an article like this—What do people talk about in Hawai'i? What attitudes to others come out in everyday discourse? How do you tease your little brother? How do you fight with your parents or school mates? How do you make love to the person you want to grow old with?

More than palm trees in the wind, more than waves on the shore, more than 'ukeleles and falsetto singing, those are the sounds of Hawai'i for me. Go read, listen, and see what you hear. ■

Waikiki Strip is at the heart of Hawaii's commercial life.
Photo: Elianet Ortiz.

Note:

1. What follows here is necessarily a simplification of a very rich grammatical system and it draws heavily on work by the linguist Viveka Velupillai and Alison Tonaki, a native speaker of Pidgin who worked with me in Honolulu. My thanks to both of them.

Further Reading:

Velupillai, Viveka. *The tense-mood-aspect system of Hawaii Creole English.*
Munich: Max-Planck-Gesellschaft zur Förderung der Wissenschaften, 2002.
[This book is written for a linguistics audience.]
Lois-Ann Yamanaka. *Blu's Hanging and Heads by Harry.* (Avon) [Fiction.]
R. Zamora Linmark. Rolling the R's. (Kaya) [Fiction.]
Lee Tonouchi. *Da Word* (Bamboo Ridge) and *Hybolics* [Fiction and commentary.]
There is also a vibrant Local recording industry. You can get a lot of comedy in Pidgin and a lot of music in Hawaiian (some singing is also in Pidgin). Music by Israel Kamakawiwo'ole, Hapa, and Sudden Rush are reasonably widely available. Classic comedy is by Rap Reiplinger. Somewhere between the two is Bu La'ia. On the Internet:
http://www.aloha-hawaii.com/pidgin/pidgin.html
http://www.extreme-hawaii.com/pidgin/vocab
http://www.une.edu.au/langnet/hce.htm

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Our Abounding English Language

by RICHARD LEDERER

Richard Lederer

The other day I went to the bookstore to buy a dictionary. The clerk showed me a really cheap one. I couldn't find the words to thank her. Then she directed me to a thesaurus. I thought that was an accommodating, altruistic, benevolent, caring, compassionate, considerate, decent, empathic, gracious, kind, magnanimous, nice, obliging, solicitous, sweet and thoughtful thing to do.

The multitudinous choice of words in English offers both a delightful and daunting challenge to native and non-native speakers. In William Styron's *Sophie's Choice*, the heroine, Polish-born Sophie, expresses mock horror at the infinite variety of English words:

"Such a language! . . . Too many words. I mean just the word for velocite. I mean fast. Rapid. Quick. All the same thing! A scandal!"

"Swift?" I added.

"How about speedy?" Nathan asked.

"Hasty?" I went on.

"And fleet?" Nathan said. "Though that's a bit fancy."

"Stop it!" Sophie said, laughing. "Too much! Too many words, this English. In French it is so simple. You just say vite."

You should not be aghast, alarmed, amazed, appalled, astonished, bewildered, blown away, bowled over, confounded, dumbfounded, electrified, flabbergasted, flummoxed, overwhelmed, shocked, startled, stunned, stupefied, surprised, taken aback or thunderstruck at this capacious cornucopia of synonyms in our marvelous language.

English boasts by far the largest number of words of all languages, 616,500 officially enshrined in the *Oxford English Dictionary*. That's almost four times the vocabulary size of its nearest competitor, German; five times the size of Russian, in third place; and six times the size of Spanish and French, tied for fourth. As a result, English possesses a plethora of synonyms that allow greater nuances of meaning than are available in other tongues.

More than four centuries ago, Sir Philip Sidney, the quintessential Renaissance man--at once poet, courtier, statesman, and soldier–celebrated our word wealth: "But for uttering sweetly and properly the conceite of the minde, which is the ende of thought, English hath it equally with any other tongue in the world." When Sir Philip penned those sentiments, English possessed 50,000 words. Today the vessel of English contains well more than half a million and adds 1,000 to 5,000 new words a year, providing an abundance of synonyms that offer wondrous possibilities for the precise and complete expression of diverse shades of meaning.

Much of that versatility issues from our distinctive three-tiered vocabulary of Anglo-Saxon, French and Latin synonyms. A sampling of these triplets reveals how we can play the music of English with considerably more than one string at just the register we deem most appropriate:

Anglo-Saxon	***French***	***Latin***
ask	question	interrogate
dead	deceased	defunct
end	finish	conclude
fair	beautiful	attractive
fear	terror	trepidation
help	aid	assist
rise	mount	ascend
thin	spare	emaciated

Bequeathing us the common words of everyday life, many of them fashioned from a single syllable, Anglo-Saxon is the foundation of our language. Its directness, brevity and plainness make us feel more deeply and see things about us more truly. The grandeur, sonority, and courtliness of the French elements lift us to another, and more literary, level of expression. At the third tier, the precision and learnedness of our Greek and Latin vocabulary arouse our minds to more complex thinking and the making of fine distinctions. Skillful writers know to avoid inflating their prose with one hippopotomonstrosesquipedalian polysyllabism after another. Writers who are not tin of ear know that the Greek or Latin word well chosen and placed judiciously among its native Anglo Saxon forebears will gleam in its setting.

A recent *New Yorker* cartoon puckishly celebrated our linguistic treasure trove. The cartoon's caption read: "Roget's Brontosaurus," and pictured was a big dinosaur in whose thought bubble appeared: "Large, great, huge, considerable, bulky, voluminous, ample, massive, capacious, spacious, mighty, towering, monstrous . . . ." If not for the finite capacity of thought bubbles, the artist could have added: "big, Brobdingnagian, colossal, enormous, gargantuan, gigantic, grand, hefty, hulking, humongous, husky, immense, jumbo, leviathan, looming, lumbering, mammoth, mountainous, ponderous, prodigious, sizable, substantial, tremendous, vast, weighty, whopping."

Such a cartoon would be far less likely to appear in a magazine printed in a language other than English. Books like *Roget's Thesaurus* are foreign to speakers of most other languages. Given the scope of their vocabularies, they have little need of them.

I hesitate to conclude this song of praise to the glories of English with dark news. But I regret to inform you that yesterday, a senior editor of *Roget's Thesaurus* assumed room temperature, bit the dust, bought the farm, breathed his last, came to the end of the road, cashed in his chips, cooled off, croaked, deep sixed, expired, gave up the ghost, headed for the hearse and the last roundup, kicked off, kicked the bucket, lay down one last time, lay with the lilies, left this mortal plain, met his maker, met Mr. Jordan, passed away, passed in his checks, passed on, perished, permanently changed his address, pulled the plug, pushed up daisies, returned to dust, slipped his cable, slipped his mortal coil, sprouted wings, took a dirt nap, took the last count, traveled to kingdom come, turned up his toes, went across the creek, went belly up, went to glory, went the way of all flesh, went to his final reward, went west--and, of course, he died. ■

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